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ABSTRACT

Nine strategies for the dissemination of information on a pre-admission counseling program for mature women are evaluated for their effectiveness in achieving the implementation of the program at 39 colleges. A description of the program and its informative materials is followed by discussions of the methods of program research design, staff training, program planning, location of services, dissemination strategies, and assignment of participating colleges to the strategies. Descriptions of protocols for staff training sessions, planning sessions, and follow-up planning sessions precede evaluations based on data taken from pre-treatment questionnaires, formative evaluation questionnaires, and two post-treatment questionnaires. In addition to 16 tables, a statement of conclusions, and a bibliography, four appendices are included which contain (1) a list of colleges offered the facilitator services and their personal contacts, (2) the letter offering materials and services, (3) evaluation of the instruments used, and (4) samples of implementation plans. (FM)

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AN EXPERIMENTAL STUDY OF THE EFFECT OF FACILITATOR SERVICES ON THE DISSEMINATION PROCESS

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FOREWORD

The report contained herein represents a culminating activity geared to the dissemination of the products of several VEA grants. The Institute's development of the "New Occupational Student: Mature Adult Woman" pilot program, often referred to by its working title, "Women in a Changing World," resulted in refinements and expansion to additional populations. Two products, a "how to" handbook which describes implementation procedures, and an auto-tutorial videotape (with manual) to train counselors in the techniques of the Motivation Advance Process, were produced to overcome the expensive hands-on training and implementation activities of our staff as we responded to requests for replication of the program throughout New York State. A third product, a documentary film depicting the personal, emotional, and social concerns of three mature adult women who actually entered occupational training, acts as a motivating device, and can be used for outreach purposes.

The "package" thus created enables implementation of the total program, from institutional preparations, through counselor training, and ultimate delivery to constituents. What remained to be determined was the efficacy of dissemination strategies. Could the package stand alone? Was limited "hands-on" advisable? If so, how much? And, in addition to other questions, which strategy might serve what kinds of schools best? Accordingly, nine dissemination strategies were designed and tested. It is hoped that the data reported in this document will enable those seeking to encourage replication of programs to do so most effectively.

As always, we welcome comment from our readers regarding data on their own experiences.

Lee Cohen, Ph.D.
Director, IRDOE

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Our appreciation goes to the many people who contributed to the investigation of this dissemination effort. The project was underwritten by a VEA grant provided by the Bureau of Grants Administration of The New York State Education Department. Mike Van Ryn, Chief of the Bureau, saw the importance to the State of attempting to answer important questions about the dissemination process. Michael King, Assistant in Higher Education, was instrumental in supporting the research plan to evaluate the dissemination strategies.

Our greatest thanks go to the over 200 professional staff members at community colleges and agricultural and technical colleges in New York State who provided their professional judgment to our program while offering a most gracious personal welcome to our staff members for one or more days on campus. All administrators were most helpful in encouraging Student Development staff to participate, in contacting additional interested faculty, and in smoothing the way for college personnel to spend full working days in a staff development project. We have included their names as well as those of other contact people on each campus so that we may thank them publicly and also provide our readers with additional resources. (See Appendix I, p. 65.)

In particular, we thank Dr. Thomas Flynn, Vice President of Student Affairs at Monroe Community College, for hosting our centralized site meetings for the western segment of our target population.

To Dr. William A. Robbins, the then Director of the Two-Year College Development Center, we are indebted for the in-depth lesson in State University of New York demographics as we tried to insure that our sampling procedures were indeed sound.

In large measure the enthusiastic response to NOSMAW at the colleges was due to the skill and wisdom of Anita Baskind. Prof. Baskind, Department of Student Development, Bronx Community College (CUNY), was the facilitator for all services provided by IRDOE. Prof. Baskind's knowledge of the internal workings of the community college and her skill in moving groups from a conceptual stage to implementation enabled the colleges to effectively plan their programs.

This research required extensive formative and summative evaluation. Cecile Segal's contribution to the design of the questionnaire was invaluable; she also had the full responsibility for data analysis. Her diligent efforts made this report possible.

To Dr. Lee Cohen, Director of IRDOE, our thanks for continuous support through the many phases of the NOSMAW program from inception to dissemination.

Our secretary, Geraldine Harrison, with care, concern, and patience, has translated our efforts to readable reports and organized files.

Deanna Chitayat, Ph.D.

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ABSTRACT

In 1977, the CASE Institute for Research and Development in Occupational Education (CASE/IRDOE) undertook a project to examine the dissemination process. The project, which was supported by VEA funding under the State Education Department's Bureau of Grants Administration, was designed to experimentally test nine strategies for disseminating a pre-admission counseling program for women [The New Occupational Student: Mature Adult Woman (NOSMAW)] in 39 colleges in New York State.

All colleges were offered a pre-tested set of auto-tutorial materials for staff training and program planning, and one of nine different combinations of facilitator services. A promise of facilitator services, especially assistance with program planning, was the major factor in creating initial interest in the program. The content, location, and number of days of facilitator services were varied systematically and the results compared to a no-service, i.e., "materials only," control.

Pre- and post-treatment surveys revealed a significant increase in the number of colleges developing new pre-admission counseling programs for mature women. Dissemination strategies which provided two or more days of facilitator services were most effective in achieving implementation of the program. The least effective strategies were those that provided facilitator services to representatives from many colleges simultaneously at a central location.

The data was subjected to a cost/effectiveness and cost/utility analysis. The least expensive approach to achieving implementation was obtained by the "materials only" strategy, followed closely by strategies that provided two days of facilitator services on campus.

Based on the preceding data, several conclusions were drawn about the dissemination process. The authors have made policy recommendations to change agents who are concerned with the issue of effective dissemination.

An Experimental Study of the Effect of Facilitator Services on the Dissemination Process

Deonna Chitayat, Ph.D.
Anita Baskind
Cecile Segal

The New Occupational Student: The Mature Adult Woman (NOSMAW) program, originally developed and demonstrated in 1975 by the CASE/ Institute for Research and Development in Occupational Education (CASE/IRDOE), has now undergone three phases: from pilot testing and demonstration (1975-1976) to materials development (1977) through dissemination and utilization (1978). During the initial phase, pre-admission counselling workshops for re-entry women were pilot tested at community college campuses. Essentially, the program consisted of: a) the Motivation Advance Process designed to increase the women's self-esteem, b) career exploration, and c) college information. Subsequently, an auto-tutorial videotape with manual, a film, and a planning handbook were produced as aids to counselors wishing to replicate the program. The goal of the third and final phase was to disseminate NOSMAW to community colleges.

In this study the NOSMAW program is meant to provide educational innovators with a concrete example of a program which can be disseminated at the post-secondary level. Certain characteristics of the NOSMAW program made it a particularly viable candidate for dissemination:

1. The program worked effectively at five schools under a variety of circumstances and with different populations.
2. The target population (re-entry women) is ubiquitous rather than specific to a particular locale or school.
3. The NOSMAW materials developed for dissemination purposes had been shown to be effective with counselors in a series of pilot tests.

4. The outcome of the NOSTRAW program can be perceived as relatively advantageous by administrators (e.g., enrollment of new students).

5. The NOSTRAW program is consistent with existing values, skills, and interests of counselors.

6. Parts of the program can be tried in installments on a limited basis, thereby obviating the need for an all-or-nothing commitment by the college.

7. Financial costs of the program are relatively low and will likely be offset by certain gains (new students with a low attrition rate).

The report that follows examines nine strategies used in disseminating this innovative counseling program to community colleges and agricultural and technical colleges in New York State. The basic question this report seeks to answer is:

> Given the fact that a consistent set of information and materials concerning a program can be provided to colleges, what additional strategies are most effective in encouraging the adoption and utilization of the program?

In answering this question, certain conclusions will be drawn about dissemination and utilization efforts.

Rationale: Review of Literature

There is some urgency for increased knowledge of the dissemination and utilization process. During the 1960's, the U.S. Office of Education provided institutional support for the development of new and improved educational products. The financial investment in these research and development enterprises created an imperative to understand how the educational products that had been developed could be disseminated and utilized by school systems. According to the U.S. Commissioner, Sydney P. Marland, Jr., (cited in Hull, Kester, and Martin, 1973):

> More than one billion dollars in federal research and development expenditures have produced so little in the way of tangible results in our schools.

Hull et al. report that although more than $1 million dollars has been invested in vocational and technical education since 1963, few innovations can be traced to this expenditure.

Clearly, there has been an urgent need to disseminate and utilize new information. Several recent accounts of research and practice in this area (Fullan and Pomfret, 1977; Berman and McLaughlin, 1978, Sarason, 1976) provide valuable insights for potential dissemination and diffusion efforts. The summaries that appear below provide the rationale for the scope of work which follows.

Fullan and Pomfret, in an examination of about 30 studies related to curriculum change for the National Institute of Education, provide clear evidence of the complexity of implementing change in schools. Perhaps their most significant finding is that generally, efforts to implement educational change are unsuccessful. They recommend that change agents conceptualize the dissemination process as one of engaging in difficult negotiations with users over goals, means and resources.

Users, they suggest, should be provided with the structure and support services that would enable them to define their own needs and to develop and choose their own solution.

Other investigators have come to similar conclusions. Berman and McLaughlin, in reporting on an extensive investigation by the Rand Corporation, document that most projects have failed in achieving implementation of innovative programs. The projects that were successful were those where the local participants were involved in the planning and promotion of the program and where training was tuned to local needs.

Almost five years ago, the National Diffusion Network (NDN) was established to provide accessibility to approved programs. The NDN attempts to match the needs of local educational agencies (LEA's) with a program that exists elsewhere. This match is followed up with the kind of assistance that is designed to maximize the probability of the LEA implementing the program. The program innovators assist with the on site training of staff, provide technical assistance, and follow up during implementation.

Wendt recently reviewed a paper by Hoover, Hall, and Dunn in which 11 case studies from the NDN are described. The conclusions drawn by the authors of these various case studies were that:

- "Information about successful practices alone does not lead to adoption and use..."
- "Successful adoptions are those that address local needs."
- "Successful implementation is that in careful planning, understanding of program philosophy and goals, and adequate training."
- "Institutionalization of programs depends on the fit to local needs, the extent of adaptation, and local conditions." (p. 11.)

Wendt, in reviewing the recent literature on dissemination, noted that the conclusions and recommendations of Fullan and Pomfret, Berman and McLaughlin, and Chesney, et al, were strikingly similar:

First, there is extensive documentation that a large percentage of the programs designed to promote educational change have failed. Although a vast number of products and programs have been introduced in the schools, few of those are actually being used. The three groups of investigators concluded, therefore, that the current dissemination models and strategies are inadequate.

Second, these investigators suggest that effective implementation depends strongly on the process of mutual adaptation, adequate planning and staff training, and local tailoring of programs and materials.

Third, the evidence suggests that schools are not likely to either seek out or implement better school practices. Arends points out, "The assumption that an innovation moves in a linear fashion from research to development, to adoption, to use at the local level, can now be questioned." (p. 14.)

Fourth, these investigators have suggested that change agents examine innovative programs from the perspective of the potential user. Accordingly, they recommend that educational change should be approached on a case-by-case basis with staff training and program planning adapted to local needs.

Clearly, investigators have found that careful program planning and staff training are essential elements in dissemination and utilization. The present study has sought to further examine this conclusion by contrasting and combining various strategies for program planning and staff training. By keeping the information and training materials constant, and varying only the scope and locale of the person-to-person services offered by the program innovators, we sought to determine:

a) Is a Facilitator necessary for either staff training or program planning? Would exposure to program information, and to both audio-visual and auto-tutorial materials be sufficient?

b) Is the provision of facilitator services for representatives from many colleges at a central location (central site vs. on site) a cost/effective approach?

c) Are trouble-shooting, follow-up planning sessions a necessary element in dissemination?

d) And in summary, is there a particular service or combination of services that is more effective than others in encouraging adoption and utilization of a program?

The NOSMAW Program

The NOSMAW program (New Occupational Student: Mature Adult Woman) is a pre-admission counseling workshop series for mature women, designed to help them explore their educational and vocational potential. The workshops focus on self awareness activities (using the Motivation Advance Process) and provide college and occupational information.

Following an initial pilot demonstration of the NOSMAW program at two community colleges (Chitayat and Carr, 1975), the program was expanded to four colleges in 1976 in order to test its viability under a variety of circumstances. The results of these trials indicated that the NOSMAW program was able to attract and service women of diverse socio-economic and ethnic groups. Three hundred fifty-six women completed the program and 166 women applied for admission to occupational programs at community colleges. Graduates of NOSMAW generated approximately 147 FTE's, attaining a gradepoint average of 3.40. The attrition rate was only 4%. In addition to these positive results, the program was successful in generating female enrollments in non-traditional occupational programs. These results attest to the effectiveness of the program in preparing a diverse group of women for the college experience. (Chitayat and Hymer, 1976)

NOSMAW Materials

Phase II of the NOSMAW program (FY '77) focused on the development of materials designed to aid counselors in implementating a NOSMAW program in their colleges.

The materials produced were:

VIDEOTAPE: Motivation Advance Process (MAP) - Leadership Training for Counselors Chitayat, D.(Producer)

MANUAL: Motivation Advance Process: Leaders' Guide Chitayat, D., and Berens, G.

The Motivation Advance Process (MAP) Training Tape and Manual comprise an auto-tutorial program which trains counselors to lead groups through a structured affective educational process.

The program is designed to help people discover capacities, strengths and abilities of which they may not be aware or which they may not be using fully. MAP focuses on the forces within individuals which help them strive for growth and self-actualization. The participant is encouraged by the leader and the group to focus on the satisfying, successful, and constructive aspects of self. MAP assumes that personal growth can occur without exploring the negative past.

This leadership training program assumes a knowledge of basic counseling skills. With the use of the videotape, and a manual for each counselor, training in MAP can be completed within one full working day including directed participation, practice of skills, and discussion. Counselors completing the training are able to use the program with other groups such as first-semester students in addition to its use in a pre-admission program for women.

HANDBOOK: Chitayat, D., and Rael, E., Women in a Changing World: A Handbook on a Pre-admission Counseling Program for Mature Women

The handbook is a comprehensive guide to developing a pre-admission counseling program modeled on the New Occupational Student: Mature Adult Woman. The handbook includes a detailed description of the workshop series, a discussion of implementation problems with suggested solutions, lists of supplementary activities, and an extensive bibliography of resource materials on women's career development. The handbook helps staff members use their experience to create an integrated service for a special population.

DOCUMENTARY FILM: Turning Points: A Profile of Three Adult Women in College
Chitayat, D. (Producer)

Three mature women students registered at community colleges are shown as they live all their roles: student/mother/wife/employee.

Loretta, a mother of four who works nights as a supervisor in a department store, has entered a Pre-Nursing program in spite of her husband's initial objections. Joyce, a single parent who is on welfare, is studying Secretarial Science to develop employable skills after a difficult period of adjustment when her husband left her. Earline, a middle-class black woman active in PTA, NAACP, and church groups, is completing a program in Business Management; she and her husband live on his disability pension and her part time employment.

This film is useful for publicizing the program or as an integral part of the workshop series in providing role models for participants.

These materials provided all colleges in the dissemination effort with a consistent set of information. The question this research project sought to answer was: What services (beyond provision of these materials) would facilitate the dissemination process?

Method

Implementation of NOSMAW at a community college required several prerequisites:

- College staff had to be motivated to undertake a pre-admission counseling program for women.
- College staff had to plan for a program that would meet the needs of their particular institution.
- College staff had to learn how to use the Motivation Advance Process (MAP), which was considered a key element in NOSMAW.
- College staff had to obtain the cooperation of administration before any concrete action towards implementation could be taken.

CASE/IRDOE's basic role was to assist the college staff in these tasks by: 1) providing sufficient information and materials to motivate the staff members and enable them to plan and implement the program at their schools and; 2) providing access to training in MAP. Information, materials, and MAP training were made available to all 39 colleges in the sample. However, the program innovators controlled the scope and location of the person-to-person services offered to the colleges.

Research Design

Two levels of MAP staff training and three levels of program planning were offered. They were offered either on site at the individual colleges or at a central location where representatives from several colleges convened.

Although the program planning sessions had some variations from college to college, and between on site and central site locations, all meetings had: a) a similar format (see p. 19), b) comparable information, and c) the same facilitator.

MAP Staff Training. The following describes the two levels of MAP staff training provided to the colleges. All levels used the MAP video-tape with manual in a small group, auto-tutorial process:

- One mode of staff training used the materials as auto-tutorial devices without utilizing an outside Facilitator. Materials were mailed to the colleges and training then took place, on site, organized by college staff. This was the least expensive mode of staff training. It assumed that simply knowing of the availability of the materials would be sufficient to motivate counselors to send for the materials and undertake training.

- Based on the recommendations of several researchers, the second level of staff training included the service of a Facilitator. Staff training sessions were organized by IRDOE staff for each college. This was the most expensive method of staff training because it required the organizers of the program to participate at each potential dissemination site.

Program Planning. The following describes three levels in assisting the colleges with program planning. All colleges used the Women in a Changing World Handbook which was developed as a guide for NOSMAW program planning.

- One level of program planning simply provided counselors and/or other staff with the Handbook without additional support services. Planning sessions for program adaptation and utilization were organized by college staff and took place at the college site. This was the least expensive mode of program planning. The effectiveness of this approach depended on the determination and effectiveness of counselors in organizing a staff meeting for planning NOSMAW implementation.

- A second level of program planning included the service of an outside Facilitator who initiated and organized a meeting to introduce NOSMAW to the college staff. The Facilitator-led planning session preceded any initial efforts at implementation. It was used to provide information about NOSMAW, motivate the college staff, and facilitate planning of a pre-admission program for women.

- The third level provided two planning sessions: a) a Facilitator-led planning session (identical to that described above) and, b) a follow-up planning session. The focus during the second planning session was the resolution of each college's problems as they related to the implementation of NOSMAW. This method had the advantage of developing an individualized "fit" of NOSMAW to the special needs of each college.

Location of Services. Services were provided either to individual colleges at their campus (on site) or at a central location for two representatives from each of several colleges simultaneously (central site).

The purpose of employing a central location for training was to examine the viability and cost/effectiveness of a common dissemination approach: professional workshops. The central location condition essentially duplicates this approach. The underlying rationale of professional workshops is that it is cost/effective to train representatives from various institutions who could then return to home base bringing with them new skills which they could then impart to other professionals.

Dissemination Strategies. Combining the two levels of staff training, three levels of program planning, and two location conditions produced twelve strategies. Nine of these strategies were examined (the remaining three were dropped because they lacked viability, i.e., combination of services requiring no Facilitator at a central location). Each of the 39 colleges in the sample was assigned to one of the 9 strategies. The differentiating aspect of the strategies was the use of the Facilitator and location of services. All materials were made available to all colleges.

The first 3 strategies did not depend on a Facilitator for staff training. All activities related to NOSMAW occurred on campus.

Strategy 1 [S(1)] (Materials Only) IRDOE offered the package of materials to 4 colleges. IRDOE did not provide any support services beyond

supplying materials. MAP Staff Training sessions and Program Planning sessions were the responsibility of the colleges.

Strategy 2 [S(2)] (Facilitator for Program Planning Only) IRDOE offered the package of materials to 5 colleges and in addition arranged for a single program planning session at each college during which the NOSMAW program (materials, research findings, methods, etc.) was discussed with staff and administration. IRDOE support services were limited to a single program planning session. Staff training in MAP and subsequent problem solving follow-up sessions were the responsibility of college staff.

Strategy 3 [S(3)] (Facilitator for Program Planning and Follow-Up Planning) Strategy 3, which was offered to another group of 5 colleges, was identical to S(2) except that IRDOE revisited each college 4-5 weeks after the initial visit for a follow-up planning session.

The following three strategies [S(4)-(6)] differ from the first 3 strategies primarily in that a Facilitator was present during staff training in MAP. All NOSMAW sessions occurred on campus.

Strategy 4 [S(4)] (Facilitator for MAP Staff Training Only) IRDOE provided a Facilitator for MAP staff training at 4 colleges. There were no support services for program planning beyond provision of materials.

Strategy 5 [S(5)] (Facilitator for MAP Staff Training and Program Planning) IRDOE provided a Facilitator for a two-day session to include MAP staff training and program planning at each of the 5 colleges. Each college was responsible for its own follow-up planning session.

Strategy 6 [S(6)] (Facilitator for MAP Staff Training, Program Planning, and Follow-Up Planning) Similar to S(5) with the addition of a follow-up planning and problem solving session 4-5 weeks following the initial meeting.

Strategy 6 was a full service strategy in that it included the complete complement of on site support services that IRDOE could offer. It was offered to 4 colleges.

The following three strategies provided services for several colleges at a central location. These strategies utilized a linkage system which involved training representative staff members who could train others in ideas and techniques of the program. Representatives from twelve colleges were invited to a central location where all participated simultaneously in MAP leadership training. On the following day representatives from only 8 of the colleges participated in a program planning session. A month later, representatives from only 4 of the colleges participated in the follow-up planning session. Essentially the facilitator services for S(7), S(8), and S(9) duplicated services for S(4), S(5), and S(6) with the additional condition that services were provided at a central location for several colleges simultaneously.

Strategy 7 [S(7)] (Central location: Facilitator for MAP Staff Training Only) Representatives from 4 colleges were invited to a central location for one day during which they received MAP staff training only. Program planning was the responsibility of each college's representatives and was to be conducted at their home campus without an IRDOE Facilitator.

Strategy 8 [S(8)] (Central location: Facilitator for MAP Staff Training and Program Planning) Representatives from 4 other colleges attended the same MAP training program [see S(7)] and, in addition, participated the next day in an IRDOE-directed program planning session at the central location. Further program planning at each college and additional follow-up problem solving sessions were to be conducted without an IRDOE Facilitator.

Strategy 9 [S(9)] (Central location: Facilitator for MAP Staff Training, Program Planning, and Follow-up Planning) This strategy is similar to Strategy 8 but in addition, representatives from these four colleges were invited back 4-5 weeks later to an IRDOE-directed follow-up planning session at a central location.

In summary, in order to implement the various dissemination strategies, IRDOE staff visited individual colleges for program planning and/or staff training [S(2), S(3), S(4), S(5), S(6)]; held multi-college training and planning sessions [S(7), S(8), S(9)] and supplied colleges with materials without back-up support services [S(1)]. (See Table 1)

TABLE 1

Dissemination Strategies and Facilitator Services

Strategy	Number of Facilitator Contact Days	Type of Service
S(1)	0	Mail Materials
	On Site	
S(2)	1	Program Planning
S(3)	2	Program Planning Follow-up Planning
S(4)	1	MAP Staff Training
S(5)	2	MAP Staff Training Program Planning
S(6)	3	MAP Staff Training Program Planning Follow-up Planning
	Central Site	
S(7)	1	MAP Staff Training
S(8)	2	MAP Staff Training Program Planning
S(9)	3	MAP Staff Training Program Planning Follow-up Planning

Participating Colleges

Thirty-three community colleges and six agricultural and technical colleges (a total of 39 colleges) were each assigned to one of the nine strategies. Assignment to strategies was constrained by the following:

> The urban and rural colleges were distributed among the cells so that no cell was heavily weighted by a location factor.
>
> For practical reasons, the colleges assigned to the central site strategies were within reasonable driving distance to a central location.
>
> Representatives from three colleges had participated in pilot-testing the MAP Videotape and Manual. These colleges were assigned as an additional college to S(2), S(3), S(5).

The assignment of colleges to strategies is shown in Table 2. The 39 colleges were invited to participate in the dissemination effort. A college was given no option in the choice of services it was to receive.

Procedure

Letters outlining our materials and our offer of services were sent to the 39 colleges. The letters to all schools were identical except for one paragraph where the particular service we were offering (one of nine possible offers) was described. (See Appendix II, p. 73.)

Two or three persons were usually contacted at each school: the top administrator for student affairs; the director of counseling; and, if both of these were men, at least one additional letter was sent to a female counseling staff member. If the college accepted the offer, IRDOE proceeded to implement the assigned strategy, e.g., mail materials; organize a staff training (MAP) and/or program planning session. Thirty two colleges accepted the specific package of services and materials offered to them. (These colleges are indicated in Table 2.)

TABLE -
Assignment of Colleges to Strategies and
College Participation in Program

Strategy/Activity	College
2(a) Small Workshops	Canton (A & T)[3] • Fashion Institute of Technology[3] • Jefferson[3] Oswego[3]
On Site	
2(2) Program Planning	• Adirondack[3] • Hudson[3] • Morrisville (A & T)[3] • New York City (CUNY)[3,4] • Sullivan[3]
2(3) Program Planning Follow-Up Planning	• Clinton[3] • Delhi (A & T)[3] • Mohawk Valley • Schenectady[3] • Westchester[3]
2(4) SUP Staff Training	Cortland (A & T)[3] • Columbia-Greene[3] Oneonta (SUNY)[3] • Tompkins
2(5) SUP Staff Training Program Planning	• Farmingdale (A & T) • Fulton-Montgomery[3] • Hudson Valley[3] • Orange County • Rockland[3]
2(6) SUP Staff Training Program Planning Follow-Up Planning	• Jefferson • Lallendle[3] • North Country[3] • Suffolk
Central Site	
2(7) SUP Staff Training	• Corning[3] Finger Lakes[3] Jamestown • Onondaga[3]
2(8) SUP Staff Training Program Planning	• Alfred (A & T)[3] • Erie[3] • Genesee Niagara[3]
2(9) SUP Staff Training Program Planning Follow-Up Planning	• Broome[3] • Herkimer[3] • Hudson[3] • Tompkins-Cortland[3]

[3]Assigned invitation to participate in project.

[4]Located in rural area.

[5]Located in urban area.

[6]Participated in Phase II of Follow-Up Staff Training (2).

Participants. Participants in staff training and program planning sessions included administrators, counselors, and other faculty members. At those colleges where an on site visit was to be made by a facilitator [(2)-(6)], the college administrators were encouraged to invite an unlimited number of staff from any department that would be interested in a pre-admission program for women. The average number of people attending these on site sessions was: 11.3 for NAP Staff Training, 9.1 for Program Planning, and 9.1 for Follow-up Planning. The high participation of administrators in the on site program planning sessions contrasts with the low administrative participation in the off site centralized sessions. With only one exception, administrators attended all of the on site program planning sessions. Of the nine colleges that participated in the centralized off site sessions, only one sent an administrator.

Table 3 provides the number of participants in NAP Staff Training, Program Planning, and Follow-up Planning sessions by strategy.

TABLE 3

Number of Participants in the On Site Strategies, by Meeting Type

Strategy	NAP Staff Training		Program Planning		Follow-up Planning	
	Average per College	Total	Average per College	Total	Average per College	Total
(1) Program Planning	-	-	9.0	18	-	-
(2) Program Planning Follow-up Planning	-	-	10.5	21	8.5	17
(3) NAP Staff Training	8.0	16	-	-	-	-
(4) NAP Staff Training Program Planning	11.0	22	8.5	17	-	-
(5) NAP Staff Training Program Planning Follow-up Planning	12.0	24	11.0	22	10.0	20
(2)-(5)	11.3	62%	9.1	57%	9.1	54%

Note: There are 31 colleges.

Personal for the (MSP) Staff Training Sessions. Leadership training in MSP was accomplished through participants' use of the audio-visual materials developed during FY '77. Following directions provided in both a videotape and a manual, the audience formed small groups, viewed video-tape segments, and then carried out the MSP activities.

The group was encouraged to realistically appraise each participant's present "state-of-the" based on the person's life patterns. The emphasis throughout the program was on defining and analyzing each person's strengths. This was accomplished through the preparation of a chart by each participant which listed accomplishments throughout one's life and, most importantly, included a carefully thought out analysis of why the participant considered each of the accomplishments to be a "success." The charts were then analyzed one at a time by the group in order to: 1) identify personal patterns of success and, 2) clarify each person's personal definition of success. Thus, by the end of the training session, the college personnel had skills gained through participating in the same exercises that would use with clients. Leadership training in MSP was augmented by the videotape and exercises in the MSP manual.

Although MSP elicits strong individualistic emotional responses, the activities generating these feelings are highly structured. Thus, the experiential learning guided by videotape and manual is generally consistent from group to group and from school to school. The materials have been designed so that the presence or absence of a facilitator would not affect the quality of the MSP experience.

The role of the facilitator in S(&)-(M) was to organize a MSP training session for college staff; to provide a short introduction (similar in content to information provided in the MSP manual and human

in a Changing World handbook); and, following the staff's participation in MAP, to respond to questions concerning its implementation in a re-entry women's program.

The main function of the Facilitator in staff training sessions for S(4)-(9) was to provide the initiative for staff and faculty to congregate for a full day of MAP staff training. In S(1)-(3), the initiative had to come from within the college.

Protocol for Planning sessions. The purpose of the planning session was to inform the colleges about NOSMAW, motivate them to develop a similar program, and develop strategies for implementing the program. The planning sessions were designed to provide a setting for sharing information and generating ideas and plans for program implementation. The planning sessions followed a specific sequence of activities.

> Introductory comments: The Facilitator related the dual purpose of the visit: to describe IRDOE's experience in developing and implementing a pre-admission counseling program for women; to aid the group in designing a similar program for their campus.
>
> Participants' expectations: Each participant spoke about his/her particular interest in attending the meeting. Generally, administrators were most interested in recruitment methods and retention rates, whereas counselors were most interested in techniques for use in a re-entry women's program. Many of the participants expected to expand their professional skills through learning about the NOSMAW program.
>
> History of NOSMAW: A brief review of the five demonstration sites at CUNY community colleges, emphasizing demographic data and program evaluation as reported in Chitayat and Hymer, 1976.
>
> Concerns of re-entry women: The film, Turning Points: A Profile of Three Adult Women in College, was used as a stimulus for a discussion on the concerns of re-entry women. The Facilitator, by encouraging the participants to specify counseling needs, helped them generate a program outline that paralleled the services implemented by NOSMAW programs.

Review of existing college programs: Counselors and administrators considered the potential for existing services to meet the needs as outlined in the preceeding activity.

Description of NOSMAW: The Facilitator directed the participants' attention to the Women in a Changing World Handbook. The sections of the book were outlined, followed by a detailed description of how NOSMAW was modified and implemented at the various demonstration sites.

Lunch

Setting topics for implementation planning: The Facilitator elicited suggestions for planning topics: What concerns do you need to focus on if you wish to implement a program like NOSMAW? Most suggestions were subsumed under: a) Administrative Support; b) Recruitment; c) Program Design.

Generating ideas: Participants chose one of the three subgroups to work with (or an initially small group of participants considered each topic in turn). All groups brainstormed ideas for 20 minutes. Each group then selected ideas that would be most productive and began to list and allocate tasks.

Sharing results: Each subgroup shared highlights of its discussion with all participants.

Setting tasks for implementation action: All participants were asked to state appropriate "next steps" for the total group and for themselves as individuals. The Facilitator asked that these statements be specific, practical tasks as opposed to vague statements, as, for example, "We should meet again." (Copies of all material generated through subgroup brainstorming and "next step" statements were reproduced and distributed to all participants before the Facilitator left the campus).

The goal of the afternoon portion of the planning session was to initiate specific institution-based methods for implementing a program similar to NOSMAW. Participants cited recruitment strategies and administrative concerns with cost and staffing responsibility as major problems that needed to be addressed.

In general, the content generated by the planning subgroups was as follows:

Administrative support: This subgroup spent time in 1) identifying people in administrative positions who could or should take responsibility for initiating a program such as NOSMAW; 2) identifying other people on campus who would be receptive to the program concept and might, therefore, be allies in speaking for its adoption; 3) developing rationales needed to convince high-level administrators that the program should be adopted.

Recruitment: This subgroup drew upon its knowledge of the surrounding community. Strategies for recruitment included: involving a nearby Air Force base; contacting underprivileged groups such as battered wives, welfare mothers, and single parents; enlisting the aid of local industry in corporation-dominated geographic areas. Concerns expressed included: the difficulty of recruiting rural women who often had no access to transportation; the ethical problem of encouraging college training in non-marketable skills for women who would be forced to continue living in the economically depressed area where the college was located.

Program design: This subgroup, using the outline provided in the handbook, Women in a Changing World, identified the resource people in the college and the community who could participate in program planning and serve as panelists or leaders of particular segments. This group usually developed specific lists of 1) role models from alumni, present mature women students, women in the community; 2) resource people on the college staff such as counselors responsible for admissions, career planning and financial aid.

At the end of the afternoon portion of the planning session, the participants were directed to tasks to be undertaken after the Facilitator left the campus. In general, participants saw the need to continue the avenues of communication between themselves, and begin to open avenues of communication with others who could help them implement - in effect, setting up a network of support. Tasks accomplished at the end of the planning session included setting specific time and place for the next meeting; outlining the agenda for that meeting; taking individual responsibility to contact key people, reading the handbook thoroughly, sending for the MAP videotape where no staff training session had been organized by the NOSMAW program [S(2) and S(3)].

Protocol for Follow-up Planning Sessions. The follow-up planning session was usually held 4-5 weeks after the initial planning session. Its purpose was to offer the expertise of an outside Facilitator at a time when the participants would be working on the concrete problems which arise when starting any new program. The follow-up planning meeting was envisioned as providing as much service as possible in adapting NOSMAW to the college's particular needs. It also was designed to maintain the momentum generated at the initial planning session.

The protocol for this session followed a sequence of specific activities. A summary of content follows:

> Review of work accomplished since initial planning meeting: This review allowed all participants as well as the Facilitator to have full, correct information concerning meetings, agendas, decisions, etc. In general, each college held anywhere from 1-6 meetings during the 4-5 week period. Almost all colleges had sought top administrative support by preparing an overview of the prospective re-entry program which included specific information such as goals, target groups, workshop sites, target dates, needed staffing, and budget. (Samples of these overviews are in Appendix IV, p. 109.) Several counseling departments had sought to enlist the assistance of other departments on campus for specific help, e.g., publicity.
>
> Setting of agenda: Participants were asked to list topics for discussion. Facilitator and participants reviewed topics and established priorities.
>
> Discussion of agenda: The agenda items that appeared more than once were as follows: 1) discussion of MAP logistics within total program, e.g., selection of leaders, do's and don'ts. [This topic was of particular concern for S(3) where there was no MAP staff training session organized by the NOSMAW program]; 2) reaction of Facilitator to plan for workshops; Facilitator usually helped clarify responsibility and underscore further work to be done; 3) the need for continued communication to avoid overlap in institutional plans, and to provide for professional support for a new and perhaps risky project; 4) title for workshop series; - This kind of brainstorming usually helped refine and focus basic goals and recruitment targets as groups struggled for the precise wording of the title.

Setting tasks for implementation action: As in the initial planning session, this "next steps" exercise underscored tasks still to be assigned and/or completed. In most cases the tasks were much more concrete and practical: draw up exact budget; revise and fill in details of workshop content; prepare publicity; choose career counseling approach most appropriate for use in group, etc.

Evaluation

Formative and summative evaluations were undertaken so that both the ongoing process and outcome of the dissemination activities could be examined. Data to be reported have been derived from the following sources:

1. A PRE-TREATMENT QUESTIONNAIRE was submitted to all colleges in the sample. This questionnaire was designed to provide general demographic information and to assist us in determining the pre-treatment level of pre-admission counseling services for re-entry women. (See Appendix III, p. 85.)

2. FORMATIVE EVALUATION QUESTIONNAIRES were submitted at the end of each session conducted by a Facilitator. These questionnaires were designed to determine satisfaction with the particular service provided that day, i.e., program planning, MAP staff training, etc. (See Appendix III, p.91.) In addition, the Facilitator submitted an anecdotal report after each session.

3. A POST-TREATMENT I QUESTIONNAIRE was sent to the participants four weeks after the initial intervention. This questionnaire, submitted to all participating colleges in each treatment category, was timed to immediately preceed the final follow-up visit for S(3), S(6), and S(9). The questionnaire provided data on the progress the colleges had made since the initial contact. (See Appendix III, p.97.)

4. A POST-TREATMENT II QUESTIONNAIRE, which was submitted to all participants approximately four weeks after the Post-Treatment I Questionnaire, provided data on the impact of NOSMAW on planned services for re-entry women. (See Appendix III, p. 103.)

Pre-Treatment

The data reported in this section were derived from the 39 colleges that received the NOSMAW offer. Of these, 32 colleges accepted NOSMAW's offer of materials and services. Decisions to participate in the dissemination effort were made at the level of Dean or above, usually in consultation with other administrators. Seven of the 39 colleges declined the offer to participate.

Reasons given included: personnel were already over-committed; satisfied with current services for mature women; eager to participate but could not arrange a schedule to attend the central site workshops.

The 32 colleges that participated in the NOSMAW dissemination effort reported that they had a sizeable proportion of students over age 25 (question 8). Thirteen of the colleges indicated that more than 20% of their present enrollment was comprised of this non-traditional student group. In three colleges the 25+ enrollment was between 41% and 50%. (See Table 4)

TABLE 4
Student Population Over 25 Years of Age

Percent of College Population	Number of Colleges
0 - 10	6
11 - 20	10
21 - 30	4
31 - 40	6
41 - 50	3
N.A.	3

Note. Data are for 32 colleges that accepted the NOSMAW offer.

Generally there is a paucity of services for re-entry women in New York State two-year colleges. Twenty-three of the 32 colleges indicated that they did not have a women's program on campus. Only six colleges reported that they provide any special pre-admission services geared to re-entry women (question 12). However, in 25 colleges there appeared to be an administrative interest in providing such services (question 15).

According to the respondents, the major factor motivating current interest in re-entry women is the need to recruit new student groups. This apparent self-interest is neatly balanced by a more altruistic interest in helping women generally. (See Table 5).

Many of the colleges had undertaken pre-admission counseling for special groups, but these efforts were mainly focused on veterans and the handicapped. (question 17) (See Table 6)

Although there was strong interest in recruiting mature women to campus, twenty of the colleges did not have a recruitment program targeted specifically towards this population (question 16).

TABLE 5
Motivating Factors Underlying Administrative Interest in Participating in NOSMAW Dissemination Project

Motivating Factors	Number of Colleges
Need to recruit new student groups	25
General interest in helping women	23
Awareness of new developments in counseling	14
Upgrading of counseling skills	13
Availability of CASE/IRDOE free materials and services	13
Implementation of Title IX mandate	6
Utilization of grant monies	5
Pressure from women's groups on campus	5
Other	1

Note. Data are for 32 colleges that accepted the NOSMAW offer. The number of motivating factors identified by the 32 colleges varied from one to seven.

TABLE 6
Number of Colleges Providing an Active Pre-Admission Counseling Program for Special Groups of Students

Group	Number
Mature women	7
Veterans	10
Handicapped	9
Other	
Educational Opportunity Program	4
Developmental, high risk, remedial, etc.	4
Outreach counseling	2
Mature men	2
Mature adults	1
Special programs	2

Note. Data are for 19 colleges that provided a program for one or more groups. The other 13 colleges did not provide such a program for any groups.

In the seven colleges providing pre-admission counseling specifically for re-entry women, the services were generally limited to assistance with program planning and provision of college information. Of the 36 colleges responding to the questionnaire, two indicated that their counseling for re-entry women was aimed at both raising self-esteem and dealing with role conflicts. (See Table 7)

TABLE 7
Pre-Admission Counseling Services Offered to
Mature Women as a Special Group

Pre-Admission Service	Number of Colleges
General college information	6
Program planning	5
Help with registration	4
Career development	4
Utilization of role models	3
Discussion of role conflict	2
Counseling aimed at raising self-esteem	2

Note. Data are for 7 colleges that provided services for mature women as a special group.

In conclusion, it appears that although colleges recognize the need to recruit mature women to campus and express interest in servicing this group, there are almost no programs in the New York State colleges surveyed that deal specifically with both the psychological and practical concerns of re-entry women. The majority of those colleges supporting counseling efforts for women deal with registration assistance; only two are dealing with the psychological barriers to women's re-entrance to school.

To their credit, many colleges have attempted to deal with the institutional barriers that have made it difficult for mature women to pursue a college education. For example, almost all the colleges have dealt with the problem of non-traditional schedules by arranging courses that meet on

Saturdays or on only one day during the week. Many of the colleges provide special lounges, day care facilities, and clubs for mature women. (See Table 8) These facilities make it easier for the mature woman to return to campus. However, these services and facilities are geared almost exclusively to enrolled mature students. Very little has been done to assist mature women who are prospective students and who need further encouragement and support.

TABLE 8
Facilities and Services Available for
Mature Women Students

Campus Services[a]	Number of Colleges
Courses scheduled on Saturday	21
Workshops	18
Courses scheduled only one day a week	17
Clubs	14
Lounge facilities	14
Day care center	10
Newsletter	8
Colloquia	3
Baby sitting	2
Nursery school	2
Other	
Discussion group	1
Testing, assessment	2
None	1
N.A.	1

Note. Data are for 32 colleges that accepted the NOSMAW offer.

[a]Service not limited exclusively to mature women.

In the winter of 1978, when this pre-treatment survey was undertaken, ten colleges indicated they had begun to make plans for pre-admission services

for mature women (question 21). However, the vagueness of these plans was illustrated by the fact that only two colleges had assigned anyone the task of planning such services (question 23).

The data from the Pre-Treatment Questionnaire make it clear that New York State two-year colleges were fertile ground for disseminating NOSMAW. There was a dearth of such programs; there was a need and interest in recruiting mature women. The counselors reported that the greatest impediments they foresaw to undertaking a NOSMAW-type program were likely to be budget and personnel constraints.

Formative Evaluation

MAP Staff Training. Questionnaires were submitted to participants at the end of each site visit for MAP staff training. The data reported here are based on 141 respondents at 20 colleges [S(4)-(9)] who had received MAP staff training with a Facilitator present.

Generally, the participants rated MAP as a "very good" to "excellent" program for enhancing self-esteem. They felt they understood the program and were confident in their ability to lead a group in the process. An overwhelming majority thought MAP would be an effective program for their campus. (See Table 9)

Program Planning. Questionnaires were submitted to participants at the end of each site visit for program planning. Data presented here are based on 186 respondents in 26 colleges [S(2), S(3), S(5), S(6), S(8), and S(9)].

Table 10 reveals that the planning workshops were generally considered to be very effective. The highest ratings were assigned to those components of the workshops where the group was the recipient of NOSMAW materials or information. A somewhat lower, but nevertheless good, rating was assigned to those components of the program that required active participation and brainstorming by the audience.

TABLE 9
Evaluation of MAP Training
(Motivation Advance Process)

Item	Number of Respondents
Expectations for workshop	
Completely met	71
Partially met	51
Not met at all	4
N.A.	15
Rating of MAP as device for enhancing self-esteem	
Excellent	58
Very good	54
Good	22
Fair	5
Poor	1
N.A.	1
Understanding of MAP training	
Very well understood	55
Well understood	66
Understood	15
Some confusion	4
A great deal of confusion	-
N.A.	1
Confidence to lead a student group in MAP	
Very confident	53
Confident	56
Fairly confident	27
Not confident	3
N.A.	2
Belief that MAP could be effective on campus	
Yes	119
No	1
Don't know	20
N.A.	1
Plan to lead MAP in the near future	
Definitely yes	36
Maybe yes	79
Probably no	20
Definitely no	1
N.A.	5
MAP training for other counselors on campus	
Yes	41
No	11
Don't know	75
N.A.	14

Note. Data are for 141 participants, from 20 colleges, who participated in MAP staff training.

TABLE 10
Evaluation of Program Planning Workshop

Workshop Component	Rating			
	Very Effective	Moderately Effective	Waste of Time	Not Applicable
Film, "Turning Points"	156	13	1	16
Overview of WOSMAW	102	59	2	23
Overview of Handbook	95	60	1	30
Discussion of Existing Campus Programs	51	85	2	48
Brainstorming:				
Recruitment	71	72	2	41
Introductory Conference	42	66	2	76
Program Planning	43	89	4	50
Administrative Support	51	86	4	43
Discussion of Roadblocks to Implementation	40	82	0	56
Development of Checklist of "Next Steps"	62	89	5	30

Note. Data are for 186 participants from 26 colleges who attended a Program Planning workshop.

Almost without exception, the film, Turning Points, was considered to be a useful motivational tool for the campus, and the Women in a Changing World handbook a useful planning guide.

Although the program planning session received generally enthusiastic reception, some participants had expectations that were not completely met by the workshop. Some wanted more answers to problems, rather than ideas. One person wanted more statistical emphasis. Several counselors wanted an emphasis on post-admission counseling. Counselors in colleges that did not have a MAP staff training workshop wanted to see the videotape. Several participants felt they needed further discussions about the program.

Follow-up Planning. Colleges assigned to S(3), (5), and (9) received a second planning session one month following the initial intervention. Seventy percent of the participants rated this session as "very effective." Participants were asked to indicate what was the most helpful aspect of this meeting:

(Listed in order of frequency)

- Planning the overall structure of the program.
- Obtaining firm commitments, i.e., dates, personnel, administrative support.
- Integrating the MAP group exercise into the total program.
- Obtaining data and information from the CEW experience.
- Obtaining an "outsider's" viewpoint.
- Communicating with colleagues on progress to date and sharing ideas.
- Obtaining practical "tips" for implementation

Summative Evaluation

Post-Treatment I. What progress had the colleges made towards WOMAW implementation four weeks after WOMAW's initial intervention?

The Post-Treatment I questionnaire was designed to reveal any actions that had been undertaken towards implementation of WOMAW. The data reported here are based on a composite assessment of each college as a result of the answers provided by several respondents.

Table 11 reveals that almost all the colleges used the NOSMAN materials during the preceding month or had firm plans for using them in the near future. Twenty-two colleges had initiated and scheduled planning meetings. These colleges held between 1 and 6 meetings during the month.

TABLE 11

Per Cent of Colleges, by Strategy, Using Materials and Scheduling Meetings One Month After Initial Intervention

Strategy	Materials Used				Meeting Scheduled
	Handbook	Film	Videotape	Manual	
S(1)	50%	50%	50%	50%	50%
S(2)	80	60	60	60	60
S(3)	80	80	60	60	100
S(4)	50	100	50	50	100
S(5)	100	100	80	100	80
S(6)	50	50	50	50	75
S(7)	50	50	50	50	0
S(8)	67	33	0	33	100
S(9)	75	50	50	75	75
Total Number of Colleges	n=22	n=20	n=16	n=19	n=22

Note. Percentages are based on the 22 colleges that accepted the NOSMAN offer.

One month following NOSMAN's initial intervention with the colleges, 19 colleges were actively considering implementing a pre-admission counseling service for re-entry women (see Table 12). Another two colleges were planning a one-day re-entry women's conference which had the advantage of enabling the school to "test the waters" by determining the size and responsiveness of the target group.

We considered that the progress on the road towards implementation would be marked by the following seven indicators: 1) official authorization to proceed; 2) allocation of funds; 3) appointment of a program director; 4) a date set for introductory conference; 5) program planned; 6) publicity written; 7) room reserved.

Table 12 reveals that one month following NOSMAW's intervention, 17 colleges had received official authorization from their Dean and/or College President to undertake a full pre-admission counseling program for women. In 12 of the colleges, someone had been appointed to direct the program, and in 9 colleges, funds had been allocated. Ten colleges had set a date for the introductory conference; 7 colleges had planned the program; and 2 had reserved the room for the introductory conference.

The overall picture is one of exceptional progress in a very short period of time. Pre-treatment data shown in Table 7 indicated only seven colleges had been providing pre-admission services for re-entry women. One month later, 19 colleges had made fairly firm commitments for a full program, and two colleges were planning to implement a one-day program.

There were colleges in each of the strategies, as shown in Table 12, that responded rapidly to the intervention procedure. Within a very short period of time they obtained authorization, a commitment of funds, a program director, etc. In what way were these colleges different from those that indicated they were adopting NOSMAW but had not yet taken the necessary steps towards implementation? χ^2 tests of independence were conducted to determine whether these two groups differed with respect to: pre-existing services for mature women; number of administrators involved in planning sessions, etc.

TABLE 12

Colleges Showing Progress in Implementing
a Pre-Admission Counseling Program for Women One Month
Following Intervention, by Indicator

Strategy	Number of Colleges Receiving Services	Number of Colleges Indicating Desire to Implement	Indicators, by %						
			Official Authorization	Funds Allocated	Director Appointed	Introductory Conference			
						Date Set	Program Planned	Publicity Written	Room Reserved
S(1) Mail Materials	2	0	0%	0%	0%	0%	0%	0%	0%
S(2) Program Planning	5	2	20	0	20	20	20	20	0
S(3) Program Planning Follow-up Planning	5	5	80	80	60	40	40	0	20
S(4) MAP Staff Training	2	2	100	0	50	100	0	0	0
S(5) MAP Staff Training Program Planning	5	5	100	40	80	40	40	0	0
S(6) MAP Staff Training Program Planning Follow-up Planning	4	3	75	25	25	25	0	0	0
S(7) MAP Staff Training	2	0	0	0	0	0	0	0	0
S(8) MAP Staff Training Program Planning	3	0	0	0	0	0	0	0	0
S(9) MAP Staff Training Program Planning Follow-up Planning	4	2	50	50	50	50	50	25	25
S(1) - (9)	32	19	53%	28%	38%	31%	22%	6%	6%
Total Number of Colleges	32	19	(n=17)	(n=9)	(n=12)	(n=10)	(n=7)	(n=2)	(n=2)

The null hypothesis could not be rejected for any factor other than "pre-existing services" ($\chi^2 = 5.58$, $p < .02$). Those colleges that moved rapidly toward implementation of NOSMAW had a pre-existing high level of services for women on campus. The implication is that a college is more likely to rapidly implement an innovative counseling program when that program is consonant with pre-existing priorities and skills. In those colleges where there were few services for women, the college personnel had to overcome resistance to a new and untried concept. Although many of these colleges may eventually overcome the resistance, the process will require more time and effort.

Program innovators need to know not only the factors which facilitate dissemination but also the factors which inhibit program implementation. Thirteen colleges reported that they would not implement a full pre-admission counseling program for women. Table 13 summarizes the reasons the respondents provided.

Post-Treatment II. A final survey was submitted to the colleges approximately four weeks following the last site visits [the follow-up sessions in S(3), (6), and (9)]. Data presented here describe the status of NOSMAW in 32 colleges as of July, 1978.

Nineteen colleges had indicated that they were in the process of implementing a pre-admission counseling program for women (16 of these will be directly patterned on NOSMAW); another two colleges were still in the planning stage; ten colleges had decided not to initiate a program; and in one college the outcome is unknown.

TABLE 13
Reasons for Rejection of Implementation of an Extended Pre-Admission Counseling Program, One Month Following Intervention

Reasons	Number of Colleges
Lack of staff	3
Lack of time	2
Administrative changes anticipated; "temporary" status for key positions	2
Partial commitment more feasible now (i.e., a one-day program)	2
Lack of administrative support	1
Awaiting a "needs" assessment	1
Funding problem	1
Possibility at a later date	1
Don't know	3
Not available	2

Note. Data are for 13 colleges that were not considering implementation for summer or fall, 1978.

The data were given a strict interpretation based on definitions that appear below:

Definitions

A pre-admission counseling program for re-entry women. Any group counseling program targeted for mature women who are not enrolled students.

NOSMAW program. A group counseling program for mature women exclusively who are not enrolled students; consisting of MAP, career counseling, and college information; and conducted over four or more separate sessions.

One-day program. An introductory conference for re-entry women containing many of the elements of NOSMAW but omitting MAP and providing only one day of service.

Adoption/planned implementation. These terms are used synonymously here. Both refer to serious and concrete plans for implementation of a pre-admission counseling program for re-entry women in the summer or fall of 1978. The criteria are: the program has administrative approval; a coordinator has been appointed; a time schedule has been established.

In some sense, the strict interpretation of the data does a disservice to the NOSMAW dissemination effort. For example, a NOSMAW-style program that was targeted for an adult population (men as well as women) was not accepted as a NOSMAW adoption. In addition, for the two colleges where a full NOSMAW program was planned but the counselors had not obtained a firm administrative commitment, and for the college which reported a planned implementation of NOSMAW, but had not responded to our surveys, a decision was made not to consider these colleges as either positive or negative instances of NOSMAW dissemination. The analysis that follows is, therefore, based on 29 colleges unless otherwise noted.

Table 14 reveals that in the interim between the Post-Treatment I and the Post-Treatment II survey, 8 colleges had altered their initial decision concerning NOSMAW implementation. Two colleges that had made the limited commitment of a one-day program, had now decided on a full implementation. Two colleges reversed their decision from adoption of NOSMAW to no implementation,

TABLE 14
Measures of Pre-Treatment Existing Services and Post-Treatment Planned Implementation

Strategy	Institution Code	Pre-Treatment:[a] Existing Services	Post-Treatment: Planned Implementation	
			One Month After Intervention	Two Months After Intervention
S(1)	College A	Low	None	None
	College B	Medium	Restricted[b]	Full
S(2)	College C	Low	Full	None
	College D	Low	None	None
	College E	Low	Full	Full
	College F	Low	None	None
	College G	Low	None	None
S(3)	College H	Low	Full	Full
	College I	Low	Full	Full
	College J	High	Full	Full
	College K	Low	Full	Full
	College L	High	Full	Full
S(4)	College M	Low	Full	Full
	College N	Medium	Full	None
S(5)	College O	Low	Full	Full
	College P	Low	Full	None
	College Q	Low	Full	Full
	College R	Medium	Full	Full
	College S	High	Full	Full
S(6)	College T	Low	Full	None
	College U	Medium	None	NA
	College V	Low	Full	Full
	College W	Medium	Full	Full
S(7)	College X	Medium	None	Full[c]
	College Y	Medium	None	Full[c]
S(8)	College Z	Medium	None	None
	College AA	Low	None	None
	College BB	Low	None	None
S(9)	College CC	Low	Restricted[b]	Full
	College DD	Medium	None	None
	College EE	High	Full	Full[c]
	College FF	High	Full	Full

Note. Data are for 32 colleges that accepted the NOSMAW offer.

[a]Rating based on three components directed specifically to mature women: recruitment activity; counseling; and three or more conveniences that made it easier for mature women to return to college, e.g., Saturday classes. (See Pre-Treatment Questionnaire, Appendix p. 85, questions 16, 17, 19) High: all three components; Medium: two components; Low: one or no components.

[b]Restricted = one day only.

[c]Without NOSMAW elements.

and two colleges lacked administrative commitment. Two colleges which had originally decided against a full women's program, were now considering their own version without a MAP component.

Colleges that had reversed an initially positive decision indicated that the greatest impediments to implementation were: lack of personnel; higher than expected enrollment; disruption of initial momentum due to summer vacations; and personnel changes.

At the very least, one implication that can be drawn from the fact that 25% of the colleges reversed their initial decision in a one month period, is that there is a gap between the decision to implement and actual implementation. Both negative and positive initial decisions concerning implementation need to be reexamined after a time interval.

Comparing Strategies: S(1)-S(9). Nine dissemination strategies, each offering a different level of facilitator service, have been explored. Which strategies appealed to the colleges? Which strategies were most likely to result in implementation of NOSMAW? Which strategies were most cost/effective?

- Strategy Attractiveness: Accepting Offers of Service

  Table 15 reveals that colleges were least likely to respond affirmatively to an offer of services and/or materials under the conditions of S(1), S(4), and S(7). Only 50% of these colleges accepted our written offer in contrast to an average acceptance rate of 96% in the other strategies. The acceptance data in Table 15 suggest that offers of free materials only, S(1), or staff training only, S(4), S(7), are insufficiently attractive to generate interest at the colleges. However, the colleges appear to respond enthusiastically when there is an offer to assist them in planning a program.

Thirty-two out of 39 offers received an affirmative response. The colleges responding affirmatively were subsequently provided with services and/or materials. How effective were the various facilitator services in achieving implementation of NOSMAW?

TABLE 13
Summary Statistics on Dissemination Strategies

Strategy	Colleges			Dissemination Rates		
	Assigned to Strategy n	Accepting Services n'	Implementing MOSHAW n''	Acceptance[a]	Effectiveness[b]	Utility[c]
S(1) Mail Materials	4	2	1	.50	.50	.25
S(2) Program Planning	5	5	1	1.00	.20	.20
S(3) Program Planning Follow-up Planning	5	5	5	1.00	1.00	1.00
S(4) MAP Staff Training	4	2	1	.50	.50	.25
S(5) MAP Staff Training Program Planning	5	5	4	1.00	.80	.80
S(6) MAP Staff Training Program Planning Follow-up Planning	4	4	2	1.00	.50	.50
S(7) MAP Staff Training	4	2	0	.50	0	0
S(8) MAP Staff Training Program Planning	4	3	0	.75	0	0
S(9) MAP Staff Training Program Planning Follow-up Planning	4	4	2	1.00	.50	.50
Total [S(1)-S(9)]	39	32	16			
Mean [S(1)-S(9)]				.82	.50	.41

[a] Acceptance Rate = $\frac{n'}{n}$ the probability of a college accepting the particular service offered, i.e., the attractiveness of the service.

[b] Effectiveness Rate = $\frac{n''}{n'}$ the probability of a college implementing MOSHAW after receiving a particular service, i.e., the implementation rate.

[c] Utility Rate = $\frac{n''}{n}$ the probability of accepting a service and then implementing MOSHAW for a college assigned to a particular strategy. This reflects the total productivity of a service (its original attractiveness and its effectiveness).

Acceptance Rate x Effectiveness Rate = Utility Rate.

- Strategy Effectiveness: Achieving Implementation

  The strategies differed with respect to the number of days, the location, and the type of facilitator services. Table 15, columns 3 and 5, reveal the effectiveness of each of the strategies in achieving implementation of the program. Clearly, S(3) and S(5) achieved the most implementations.

The following analysis examines whether the decision to implement was dependent on any of the following variables: number of days of facilitator services; content of facilitator services; location of facilitator services.

- Days of Facilitator Services

  Colleges assigned to S(3), S(5), S(6), S(8), and S(9) had two or more days of facilitator services, whereas colleges in S(1), S(4), and S(7) had one day or none. A χ^2 test of independence was conducted to determine whether colleges making an affirmative or negative decision to implement NOSMAW differed with respect to the number of facilitator days. χ^2 for these data is 3.91, $p < .05$. Therefore, we can conclude that colleges receiving two or more days of facilitator services were more likely to implement NOSMAW than those receiving only one day of service.

- Content of Facilitator Services

  The most successful strategies in disseminating NOSMAW, S(3) and S(5), had facilitator services for two days (see Table 15). Colleges receiving two days of services either had one day of MAP staff training and one day of program planning [S(5) and S(8)], or two days of program planning [S(3)] (see Table 1). Was the decision to implement NOSMAW related to content of the services? χ^2 for these data indicates that, although the presence of a Facilitator for two days on campus enhances the probability of implementation, the type of services offered during the two days was not a critical variable.

  MAP Staff Training. Eighteen colleges received MAP staff training with a Facilitator present. Fifty percent of these schools (9 colleges) decided to implement NOSMAW. However, 64% of the schools that did not receive the intervention of a Facilitator also decided to implement NOSMAW. The null hypothesis that the decision to implement NOSMAW is independent of MAP staff training with a Facilitator cannot be rejected. In contrast to other research reported in the literature, staff training directed by a Facilitator did not appear to be a critical factor in the decision to implement. It should be noted that all colleges were exposed to MAP staff training through the auto-tutorial videotape and manual. The only

difference between S(4)-(9) and S(1)-(3) is that a Facilitator was not present during the MAP staff training sessions for the latter strategies. Thus, we may conclude that given adequate auto-tutorial materials, a Facilitator for staff training is not critical to the decision to implement.

Program Planning. A statistical treatment analyzing the effectiveness of facilitator-directed program planning services could not be undertaken because 50% of the colleges that were offered services without a program planning component refused the offer, thereby essentially eliminating a viable control group. A total of four schools in S(4) and S(7) (MAP Staff Training only) did accept the offer of services. Only 1 (25%) planned to implement MOSMAW in contrast to 6 out of 10 or 60% of the program planning groups. These data suggest that a program planning service is probably an important element in interesting colleges in an innovative counseling service and that program planning may be an important factor in the decision to implement.

- Location of Facilitator Services

The least effective strategies were S(7) and S(8) (see Table 15). Colleges in these strategies met at a central site to receive MAP Staff Training only or MAP Staff Training and Program Planning. A χ^2 test of independence was conducted to determine whether the colleges which had decided for or against implementation differed with respect to the location of facilitator services, i.e., central location vs. on campus. χ^2 for these data is 4.22 $p < .05$. We can therefore, conclude that colleges that receive facilitator services on site are more likely to implement an innovative counseling program than those receiving similar services at a central site.

Cost/Effectiveness and Cost/Utility. Table 16 provides cost/effectiveness and cost/utility data. The cost/effectiveness analysis attempts to evaluate directly the costs of different facilitator services, using the no-service strategy, S(1), as a basis of comparison. The evaluation of cost/effectiveness is restricted to a comparison of actual services. The cost/utility data incorporates an additional factor into the analysis: the "attractiveness" of each facilitator service to the potential user. In that some offers of facilitator services are distinctly less attractive to school personnel

TABLE 14

Cost Effectiveness and Cost/Utility of Dissemination Strategies

Strategy	Cost of Services Index[a,b]	Benefits[b,c,d] Effectiveness[e] Rate Index	Benefits[b,c,d] Utility[f] Rate Index	Cost/Benefit Ratios[g] Cost/ Effectiveness	Cost/ Utility
S(1) Mail Materials	100	100	100	1.0	1.0
S(2) Program Planning	1300	+0	80	25.0	12.5
S(3) Program Planning Follow-up Planning	1900	200	+00	9.5	+.5
S(+) TAP Staff Training	1300	130	+00	10.0	10.0
S(5) TAP Staff Training Program Planning	1+00	1+0	300	11.0	5.7
S(6) TAP Staff Training Program Planning Follow-up Planning	2500	150	250	25.0	12.5
S(7) TAP Staff Training	1000	0	0	**	**
S(8) TAP Staff Training Program Planning	1+00	0	0	**	**
S(9) TAP Staff Training Program Planning Follow-up Planning	1700	100	200	23.0	11.5
Values S(2) - S(9)	1900	100	100	19.0	19.0

[a] Cost Index = $\frac{\text{Cost } (\$)}{\text{Cost } (\$) \text{ of } S(1)} \times 100$. Costs are for servicing four schools per strategy. Costs includes travel, per diem, conference cost, facilitator fee, materials cost. Costs were approximated to the nearest $50.00.

[b] Base = S(1) Mailing = 100.

[c] Benefits are defined in terms of rates of implementation relative to: 1) colleges services (effectiveness), and 2) colleges offered services (utility).

[d] Rate Index = $\frac{\text{Rate } (\%)}{\text{Rate } (\%) \text{ of } S(1)} \times 100$. Greater benefits are reflected in higher indices.

[e] Effectiveness Rate = $\frac{\text{Number of colleges implementing MCPSHS}}{\text{Number of colleges services}}$ Conversion of "rate" to "index" is shown in '3'.

[f] Utility Rate = $\frac{\text{Number of colleges implementing MCPSHS}}{\text{Number of colleges offered services}}$ Conversion of "rate" to "index" is shown in '3'.

[g] Greater cost/benefits are reflected in lower ratios. Ratios are computed by dividing cost by benefits.

** = Infinite

than others and will therefore not be accepted, a strategy may lose potential clients before the service can be delivered. Thus it may be of some interest to change agents to consider the utility of the strategy in interesting the client both initially to accept the service and then also to implement the program.

Column 1 of Table 16 describes relative costs of servicing four schools for each strategy. Costs were calculated as follows:

Travel	= $ 50 per person
Per Diem	= $ 36 per person
Conference Cost	= $ 3 per person
Facilitator Fee	= $ 100 per day
Materials Cost	= $ 25 per college

Costs are based on 10 participants for each on site visit, and 2 participants per college for the central site. The costs are estimated to the nearest $50.

In column 2, the effectiveness index of the services was determined by comparing the rate of program implementations for each service, i.e., the effectiveness rate as in Table 15, against the base strategy, S(1) Mail Materials. The Mail Materials strategy, which provided no facilitator services to the colleges, was assigned a base index of 100. Each service was then assigned an index which reflected its effectiveness relative to S(1) in obtaining implementation of the program. For example, strategies which resulted in twice as many implementations as S(1) would be given an effectiveness index of 200, whereas a strategy which resulted in half the implementations of S(1) would be given an index of 50.

Cost/effectiveness of the service in Table 16 was determined by dividing the relative cost of the service by the effectiveness index. The lowest numbers in the column reflect the most cost/effective strategies.

The utility rate (see Table IX) of a strategy is the probability that a college will both initially accept the service and then implement the program. The utility index for each strategy in Table IX was established by comparing its utility rate with that of S(I) and then assigning it an index that was proportionate to a utility index of 100 for S(I). Thus a strategy which achieved twice as many (acceptances & implementations) as S(I) would receive a utility index of 200. Cost/utility was determined by dividing relative costs by the utility index. The lowest number in the column are for strategies which achieved the best cost/utility.

Table IX reveals that S(D), Program Planning and Follow-up Planning, and S(E), MAP Staff Training and Program Planning, were more effective than S(I) Mail Materials (no-service strategy), in achieving implementations. The other strategies, when compared to S(I), were either equally effective or less effective. When the attractiveness of the service, i.e., the rate of acceptance, is also taken into account, S(D), S(E), S(H), and S(M) obtained higher utility indices than S(I). The implication is that the high service strategies provided the best combination of acceptances and implementations.

The best cost/effectiveness and cost/utility ratios were obtained for S(I). However, S(D) and S(E), which were much more expensive but also more effective than S(I), have a relatively good cost/effectiveness ratio. S(H), MAP Staff Training only, achieved a low cost/benefit ratio primarily because of its low costs. It was no more effective in achieving implementations than S(I).

The last column in Table IX reveals that other than S(I), the best combination of acceptances and implementations for the money spent are clearly the two-day service strategies, S(D) and S(E). The cost of three days of service, S(K) and S(M), were not warranted on the basis of their potential to effect success.

Summary and Conclusions

A virtual explosion of new educational methods and materials has taken place in the past few decades. Some of the enormous expenditure formerly targeted for developing these innovations now needs to be channelled towards dissemination. Change agents are becoming increasingly concerned over the fact that successful innovations in one setting are seldom implemented in another. It is difficult to justify the expenditure of millions of dollars for educational innovation without demonstrating that these innovations have had broad impact on educational practice.

In 1974-1976, a pre-admission group counseling service had been successfully pilot tested with a diverse population of re-entry women at five colleges. Essentially the program consisted of: a) the Motivation Advance Process designed to increase self-esteem and achievement, b) career exploration, and c) college information. Subsequently, a videotape with manual, a film, and a handbook were developed for staff training and as aids in program planning. In 1978 an extensive study was undertaken to examine the process of disseminating this program to all community colleges and agricultural and technical colleges in New York State.

Extensive research examining the dissemination process (Fullan and Pomfret, 1977; Berman and McLaughlin, 1976; Arends, 1976) has revealed that, generally, dissemination efforts have failed. The authors of these various studies have suggested that dissemination of innovative programs requires staff training and careful program planning, with the aid of a facilitator. The present study was undertaken to examine the role of facilitator services in dissemination.

Nine strategies for disseminating a pre-admission counseling program for re-entry women [The New Occupational Student: Mature Adult Woman (NOSMAW) Program] were examined in thirty-nine two-year colleges in New York State. All colleges were offered a pretested set of materials and one of nine different combinations of facilitator services.

The materials provided sufficient information to enable the colleges to plan the program without outside assistance. Also, an auto-tutorial procedure (in the form of a videotape and manual) had been developed and pretested to enable counselors to train themselves for leadership in the Motivation Advance Process (MAP) (Chitayat and Berens, 1978; Chitayat, 1977). MAP was considered to be an essential component of the NOSMAW project.

In addition to offering free materials, three kinds of facilitator services were offered to the colleges: MAP staff training; a program planning session; a follow-up planning session. Facilitator services could be provided either at the college, i.e., on site, or with several colleges at a central location. Of all the possible combinations of these independent variables, nine were chosen for examination. Four or five colleges were assigned to each strategy.

The on site strategies were: S(1) Mail Materials (no services); S(2) Program Planning service; S(3) Program Planning and Follow-up Planning services; S(4) MAP Staff Training service; S(5) MAP Staff Training and Program Planning services; S(6) MAP Staff Training, Program Planning, and Follow-up Planning services. The central site strategies, S(7), S(8), and S(9) were identical to strategies S(4), S(5), and S(6) respectively except for the location of facilitator services. (See Table 1)

One pre-treatment survey and two post-treatment surveys were designed to evaluate the impact of the various NOSMAW interventions. In addition, a formative evaluation provided information about the ongoing dissemination services.

In determining the effectiveness of the various dissemination strategies, rigorous criteria were established to define a NOSMAW adoption or planned implementation. A NOSMAW program was defined as: pre-admission counseling program conducted over an extended period of time in group format; targeted exclusively for re-entry women; containing MAP, career counseling, and college information. A college was considered to have <u>adopted</u> NOSMAW or to have <u>planned implementation</u> of NOSMAW only when it provided evidence of: administrative approval, assignment of a coordinator, a detailed program, and a time schedule.

Given the above criteria, as of July 1978, 19 colleges were planning a full pre-admission counseling program for re-entry women; 16 of these were NOSMAW adoptions. Another two colleges were awaiting approval; 10 colleges were not implementing the program; and the outcome for one college is not available. This is a significant improvement over the pre-treatment level of services for the target group.

The major finding of the pre-treatment survey was that New York State two-year colleges had virtually no special pre-admission counseling services specifically geared to deal with the special problems of re-entry women. Although many colleges were breaking down some of the institutional barriers towards re-entrance, only two colleges were dealing with the psychological barriers women face when they contemplate returning to school. The dearth of pre-admission counseling programs for re-entry women, along with the need expressed by the college administrators for attracting new student groups, made New York State two-year colleges a fertile ground for the NOSMAW dissemination effort. And, in fact, 32 out of 39 colleges accepted the offer of NOSMAW services and/or materials. Thus, the first conclusion to be drawn from this study is:

Conclusion 1. Schools are likely to become interested in an innovative program when they recognize an unmet need on their own campus.

Colleges were most likely to accept an offer when the services provided included program planning (96%). Highest rejection rates occurred when no services were provided (materials only) or when the services were limited to staff training (a 50% rejection rate). A second and third conclusion can be drawn.

Conclusion 2. There is likely to be a greater interest in a new program when the innovators provide services in addition to materials.

Conclusion 3. Attraction to an innovative program is increased more by the offer of assistance with program planning than by assistance with staff training.

One month following the initial intervention 19 colleges reported that they had made a decision to implement a full pre-admission counseling program for re-entry women. Six of these colleges had taken rapid strides toward implementation. Several hypotheses were tested in an attempt to understand how these colleges differed from those that indicated slow or no progress towards implementation. χ^2 revealed that rapid progress towards implementation was not dependent on treatment or on number of administrators present during facilitator directed sessions, but rather on the level of pre-existing services for mature women. Thus a fourth conclusion can be drawn.

Conclusion 4. Rapid and concrete action towards implementing a new program is dependent on (a) the pre-existing level of readiness at the campus towards perceiving the program as addressing priority issues and, (b) the degree to which the new programs can be integrated with pre-existing skills and services.

This conclusion is not meant to infer that colleges without these qualifications would not implement the program, but rather that progress would be slower because the road was bumpier.

The final survey, conducted one month after the last intervention (the follow-up planning sessions), revealed that there were still 19 colleges planning a pre-admission counseling program for re-entry women (16 of these were directly patterned on NOSMAW) but 6 of the sample of 32 colleges had revised their original decision. Three negative decisions had been converted to decisions to implement and three positive decisions were reversed. Thus conclusion 5 is:

Conclusion 5. Both positive and negative initial decisions to implement an innovative program may be labile and need to be reexamined after a time interval has elapsed.

The colleges that had reversed an originally positive decision to implement were surveyed in order to determine the cause of the reversal. The most frequently cited reasons were: lack of personnel, higher than expected student enrollment, disruption in momentum due to summer vacations, and personnel changes.

Conclusion 6. <u>During the early stages of planning, a new program is particularly vulnerable to any changes on campus that result in a disruption of momentum</u>.

Although many colleges perceived lack of funds to be one of the greatest impediments to adopting NOSMAW, in fact, the decision to implement NOSMAW was equally divided between those colleges that had or were anticipating an outside source of funds and those that were not relying on funds.

Conclusion 7. <u>An outside source of funding is not critical to the decision to implement</u>.

<u>Comparison of Strategies</u>

The major purpose of this study was to determine whether there was a particular service or combination of services that was most conducive to program implementation. The evidence from this study indicates that S(3) Program Planning and Follow-up Planning, and S(5) MAP Staff Training and Program Planning, were most effective in disseminating NOSMAW. Both S(3) and S(5) required two days of facilitator services. A χ^2 test of independence revealed that the decision to implement NOSMAW was dependent on the number of facilitator contact days.

The data revealed that a single day of service was significantly less likely to result in a NOSMAW adoption than 2 or 3 days of service.

However, the type of service, MAP staff training or program planning or follow-up planning, did not appear to be the determining factor.

Conclusion 8. The provision of two or more days of facilitator services significantly enhances the probability of successful dissemination.

Although all colleges received the auto-tutorial materials for MAP, colleges assigned to S(4)-(9) also had the services of a Facilitator during staff training. The data revealed that NOSMAW adoption was not dependent on a Facilitator for staff training.

Conclusion 9. A Facilitator may not be necessary for staff training if adequate auto-tutorial materials are made available.

This conclusion is not meant to infer that careful staff training is not crucial to implementing a new program. We believe it is. However, there may be acceptable alternatives to having the program innovators provide the training. An auto-tutorial format for materials that provide experiential training appears to be one possible alternative.

Although MAP staff training could be achieved without the Facilitator there was a strong need expressed by the participants to integrate this new technique both within their professional background and within the total structure of the NOSMAW program.

Conclusion 10. A Facilitator is necessary to assist school personnel in integrating new skills within the total set of past experiences and the anticipated set of new experiences, i.e., the planned innovation.

A somewhat unexpected outcome of this study was that the central site strategies were relatively ineffective. The concept underlying the central site strategies, S(7), S(8), and S(9) is that through linkage, the effects of training and planning can be multiplied by working with a few people who could then act as catalysts for training and planning with others on their own campus. It would seem that the effectiveness of such a system would depend on the general level of decision-making influence of the few people who are to receive the services directly. During the on site visits, the Facilitator always worked with someone relatively high on the decision-making ladder. In contrast, at the central site, only one college (out of 9) was represented by an administrator.

Conclusion 11. Central site facilitator services for college representatives are less effective than dissemination strategies that do not depend on linkage.

Conclusion 12. Facilitator services would seem to be more effective when an administrator with decision-making responsibility is present.

Cost/Effectiveness and Cost/Utility

An analysis of the cost/effectiveness and cost/utility of each of the strategies indicated that S(1) Mail Materials (no services) required the lowest expenditure per implementation whereas the central site strategies, particularly S(7) and S(8), were the most expensive because they were ineffective. (See Table 16)

Although all the strategies were considerably more expensive to service than S(1) Mail Materials, the effectiveness rate index of two strategies S(3), S(5) in achieving implementation of the program makes them relatively cost effective. S(4) MAP Staff Training achieved a low

cost/effectiveness ratio primarily because of its low costs. It was no more effective in achieving implementations than S(1).

An analysis of cost/utility provided information on the total impact of each strategy, i.e., the strategy's capacity for initially attracting potential users and its effectiveness in achieving implementation. A utility index was established for each strategy by obtaining a ratio between the number of implementations and the number of colleges offered services and then comparing this to the ratio for S(1). The highest utility indices were obtained for strategies that offered the colleges the most services. When cost is taken into account, S(1), the no service strategy, and S(3) and S(5), the strategies with two days of service, achieved the best cost/utility ratios. Three days of services did not provide sufficient gains in outcome to compensate for additional costs.

College Personnel as Potential Users of an Innovative Counseling Program

Almost all of the colleges contacted recognized an unmet need on their campus for attracting new student groups. The main issue was how to propel the college from recognition of a need to implementation of a program. Secondly, how were college administrators to be convinced to deploy scarce resources towards servicing women prior to actual enrollment.

Generally the college administrators were concerned with pragmatic solutions to current problems. Counselors were likely to gain support for the program if they were able to relate the enrollment of mature women to such administrative concerns as: shrinking enrollments, shrinking funds, cuts in faculty and staff, underutilized resources. Administrators needed to be made more aware that mature women were an asset on campus: i.e., they increase student enrollment; they are committed, successful

students; they bring a new dimension to the classroom; and they enhance community/college public relations.

Most colleges did not realize that in order to reach mature women they would have to augment their traditional recruitment and counseling techniques to address the special concerns of this group. Administrators had to be sensitized to the fact that women in transition from home to school have needs in addition to assistance with registration and curriculum choice. The concerns of mature women were not being addressed in counseling services geared to 18 and 19 year olds or even to a generally adult population.

The community college counselors, and others who were generally motivated to provide services for returning women, did not have the decision-making clout to implement a new program. This problem was exacerbated by the fact that they didn't know how to use the power they did have:

- Most counselors did not know how to build a power base for their programs. Although the "Women's-issue" had small pockets of support throughout the campuses, many counselors had not gone beyond their department to identify and martial these sources of support.

- Many counselors did not understand the sequence of preliminary activities needed to achieve administrative support for the program. The counselors felt they had to receive official authorization before proceeding with plans for the program. They had to be convinced that a detailed action plan which included specific goals, recruitment activities, workshop content, personnel, time, and cost was an essential element in convincing the administration that the program was viable.

- Most counselors had to be sensitized to an administrative perspective. In discussing methods of obtaining administrative support for the program, the counselors tended to focus on the value of the program for women. They needed assistance in refocusing on the pragmatic issues that would be of concern to the administrators, i.e., the school needs this program for reasons "a," "b," and "c;" the program can be accomplished through method "d," "e," and "f;" it will cost "l," "m," and "n;" and the benefits to the school will be "x," "y," and "z."

In that almost all the counselors we worked with were women, it was difficult to determine whether the problems they encountered vis-a-vis administrators may have been due to women's career-long absence from the centers of power or were perhaps related to some aspect in the selection and training of all counselors.

Policy Implications and Recommendations

Change agents, program innovators, and grant administrators have been rightfully concerned about the impact of new programs on educational practice. The nine dissemination strategies examined in this study provide some basis for a reassessment of traditional dissemination activities.

The relative ineffectiveness of the central site dissemination strategies [S(7), S(8), S(9)] is particularly instructive. These strategies were modeled after traditional dissemination approaches, such as professional meetings, conferences, workshops, and a number of similar activities. These activities are, in essence, efforts by program innovators to disseminate skills and ideas to representatives from many schools at a central location. Presumably, knowledge gained in these meetings is disseminated to colleagues, students, etc., through a linkage process. The evidence from this study suggests that although central location strategies are relatively quick and easy approaches to

dissemination, in the long run they are ineffective and, therefore, expensive. The impact of central location dissemination strategies probably is dependent, to a large degree, on the participants' decision-making capacity at their home campus. Therefore, our recommendation to change agents is:

- Professional conferences and workshops to be held off campus should not be funded for the purpose of dissemination unless they are targeted towards substantial teams of school representatives which include an administrator with decision-making capacity.

Dissemination goals of change agents may differ according to priorities, available funds, and the particular innovation to be disseminated. For instance, under one particular set of circumstances, the change agent's priority may be the dissemination of the program to as many schools as possible. In yet another set of circumstances, there may be a need to disseminate the program to a particular set of schools. This study has revealed that decisions concerning cost/effectiveness of the various strategies should be dependent on what specific goal is to be satisfied. From our study, we can recommend the following:

- If adequate auto-tutorial staff training and program planning materials are available, then the most cost/effective way of disseminating a program to the largest number of schools is to simply supply the staff with the materials.

Knowledge about the existence of the innovative program and its materials will stimulate only a small percentage of schools to request the materials. Among those schools requesting the materials, only a percentage will actually use them, and only a fraction of these will eventually implement the program. However, one can compensate for the low utility rate of a no-service strategy by publicizing the availability of the materials to a very large number of potential users. Thus, while

the utility rate may be low in a "shot gun" approach, (i.e., broad publication and mailing), the absolute number of implementations could be quite high.

There are other circumstances where we would recommend a spearheaded rather than a shot gun approach:

- If the change agent wishes to encourage the implementation of an innovative program in a particular area or in specially targeted schools, then funds should be invested for the provision of several days of facilitator services at individual campuses for the purpose of staff training and program planning.

Although the provision of several days of facilitator services at individual schools may appear to be an exceptionally expensive method of dissemination, its high rate of success in attracting potential users and in achieving implementation of a new program gives this spearheaded approach good cost/effectiveness and cost/utility ratios.

The auto-tutorial format of the staff training materials and the program planning guide was an essential component to the dissemination effort. All thirty-two colleges used the materials whether or not there was a facilitator present to guide them. These materials were responsible for the relative effectiveness of S(1), the no-service strategy. The fourth recommendation is:

- Grant agencies should request disseminable, pre-tested, auto-tutorial products for program planning and staff training as outcomes of successful demonstration programs.

It is not always possible to develop and pilot-test materials during the same year one is developing and evaluating an innovative program. However, subsequent support of these programs should be made contingent on

the production and evaluation of program planning and staff training materials for utilization in schools other than the demonstration site. Such materials substantially increase the possibility of many schools benefiting from funds allocated to a few demonstration sites.

In our example, 19 colleges had made extensive plans for implementing a pre-adoption counseling program for women during 1979-1981. The present study on dissemination processes is incomplete insofar as we have no knowledge as to whether the intentions of last spring were carried through to fruition in the fall. Research on the dissemination process has revealed that there is a gap between adoption, i.e., acceptance of a program, and implementation. Although this study applied stringent criteria in determining whether the dissemination effort was successful or unsuccessful at a particular college, there is a need to do a follow-up study on actual outcomes.

- Research into the dissemination process should be longitudinal so that outcomes can be assessed.

An essential element, often absent in studies on dissemination, is an assessment of the quality of the program that is implemented in the target schools. Related questions have to do with modifications of the innovative program by practitioners, student and institutional outcomes, and long range plans.

- Research into the dissemination process should include an assessment of the quality of the program that is implemented at the dissemination site.

In order for dissemination to occur, several conditions need to be met: (1) practitioners must perceive that a need or a problem exists;

(2) practitioners must be aware of the possibility for improving the current state of affairs; (3) there must be a means for transmitting the improvement in part or in whole. It is not always easy to move a solution to a problem, i.e., an innovation, from its place of origin to a new setting. However, it is only through generalizing solutions of problems across many settings that real gains in education can be made.

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APPENDIX I

COLLEGES OFFERED SERVICES: KEY PERSONNEL CONTACTS

APPENDIX I

COLLEGES OFFERED SERVICES: KEY PERSONNEL CONTACTS

Colleges Contacted	Contact Persons
Adirondack Community College Glens Falls, New York 12801 518/793-4491	*James Clugstone Dean of Students Ann Attanasio, Counselor
Alfred Agricultural & Technical College Alfred, New York 14802 607/871-6333	*Daniel J. Neverett Dean of Students Stephanie Boondas, Counselor Mary Fagan, Secretary
Broome Community College Binghampton, New York 13902 607/772-5000	*Gary Smith Vice President, Student Affairs Francis Battisti, Counselor
**Canton Agricultural & Technical College Canton, New York 13617 315/386-7011	*Jean M. Parker Vice President, Student Affairs
Cayuga County Community College Franklin Street Auburn, New York 13021 315/253-7345	*Paul Flurschutz Dean of Students Laurel Ullyette, Counselor Andrew Cullen, Counselor
Clinton Community College Plattsburgh, New York 12901 518/561-6650	*William Eveleth Dean of Students Elizabeth O'Leary Director of Counseling
**Cobleskill Agricultural & Technical College Cobleskill, New York 12043 518/234-5011	*Albert Iorio Dean of Students
Columbia-Greene Community College P.O. Box 1000 Hudson, New York 12534 518/943-6730	*Paul Montana Director, College Services John Walter Dean of Students Vicki Baum, Counselor

*Person to whom original offer of services was sent.
(All others listed may be contacted for additional information.)

**Colleges which did not participate

**Community College of the Finger Lakes
Lincoln Hill
Canandaigua, New York 14424
706/394-3500

*William De Camp
Director of Counseling

Corning Community College
Corning, New York 14830
607/962-9226

*John Kelley
Dean of Students
Laura McGrath
Continuing Education
Jane McGarry, Counselor

Delhi Agricultural & Technical College
Delhi, New York 13753
607/746-4361

*Charles Repp
Vice President, Student Affairs
Janet Schwengber
Dean, Non-Traditional Studies

Dutchess Community College
Pendell Road
Poughkeepsie, New York 12601
914/471-4500

*James Harr
Dean of Student Services
Mary Lou Marshall, Counselor

Erie Community College
South Campus
4140 Southwestern Blvd.
Orchard Park, New York 14127
716/648-5400

*Kenneth Gubala
Director of Student Services
Francine Maley, Counselor
Sharon Trent, Counselor

Farmingdale Agricultural & Technical College
Farmingdale, New York 11735
516/420-2139-2034

*Paul Bedell
Vice President,Student Affairs
William Stevenson
Dean of Students
Ellen Cooperperson
Women's Counseling Center

Fashion Institute of Technology
227 West 27 Street
New York, New York 10001
212/760-7682

*Richard Streiter
Dean of Students
Peter Vogel
Assistant Dean of Students

Fulton-Montgomery Community College
Johnstown, New York 12095
518/762-4651

*Belmont Hurley
Dean of College
George Pilkey
Director of Counseling

Genesee Community College
College Road - P.O. Box 718
Batavia, New York 14020
716/343-0055

*Dave Peters
Dean of Students
Debra Hill, Counselor
Carl Wahlston, Counselor

Herkimer County Community College
Reservoir Road
Herkimer, New York 13350
315/866-0300

*Robert Campo
Dean of Students
Linda Vincent
Assistant Dean of Students

**Hostos Community College (CUNY)
475 Grand Concourse
Bronx, New York 10451
212/960 - 1031

*Peter Martin
Dean of Students
Bette Kerr
Director of Counseling

Hudson Valley Community College
80 Vandenburgh Avenue
Troy, New York 12180
518/283-1100

*Mary Johnson (Acting)
Dean for Student Affairs
Linda Peters
Affirmation Action
Holly Finkle
Continuing Education

**Jamestown Community College
525 Falconer Street
Jamestown, New York 14701
716/665-5220

*Roger Wingett
Dean of Students

Jefferson Community College
P. O.Box 473
Watertown, New York 13601
315/782-5250

*Frederick McCarthy
Dean, Educational Services
Roberta Rice, Counselor

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31-10 Thomson Avenue
Long Island City, New York 11101
212/626-8546

*William Hamilton
Dean of Students
Jeffrey Kleinberg
Assoc. Dean of Students
Robert Rosa, Counselor
Audrey Branch, Women's Program

Mohawk Valley Community College
1101 Sherman Drive
Utica, New York 13501
315/792-5403

*Lewis White
Dean of Students
Gerald Brophy
Director of Counseling
Carol Young
Director Wormen's Programs
Annette Schaffer, Counselor

Monroe Community College
P. O. Box 9720
Rochester, New York 14623
716/442-9950 x325

*Thomas Flynn
Vice President, Student Affairs
Greta Franz, Counselor
Cecilia Richardson, Counselor
Barbara Drysdale, Counselor

Morrisville Agricultural &
Technical College
Morrisville, New York 13408
315/684-7000

*Raymond Banks
Vice President. Student Affairs
Wilbur Lamb,
Director of Admissions

Nassau Community College
Stewart Avenue
Garden City, New York 11530
516/222-7000

*John Q. Adams
Dean of Student Personnel
Delores Smalls, Counselor

New York Community College (CUNY)
300 Jay Street
Brooklyn, New York 11201
212/643-4900

*Melva Wade
Dean of Students
Evelyn Whitaker
Director of Counseling

**Niagara County Community College
3111 Saunders Settlement Road
Sanborn, New York 14132
716/731-4101

*Gary Livent
Dean of Students

North Country Community College
20 Winona Avenue
Saranac Lake, New York 12983
518/891-2915

*William Borzilleri
Dean of Students
JoAnn Branch, Counselor

Onandaga Community College
Onondaga Hill
Syracuse, New York 13215
315/469-7741

*Lester Crowell
Dean of Student Services
Charles Mattson
Chairperson, Counselors
Baron Duncan, Counselor

Orange County Community College
115 South Street
Middletown, New York 10940
914/343-1121

*George Shepard
Dean of Students
Elizabeth Johnson
Director of Admissions

Rockland Community College
145 College Road
Suffern, New York 10901
914/356-4650

*Walter Reiner
Dean of Students
Ila Kaplan, Counselor

Schenectady County Community College
Washington Avenue
Schenectady, New York 12305
518/346-6211

*John E. Milajec
Dean of Students
Thaddeus Raushi, Counselor

Suffolk County Community College
Selden Campus
533 College Road
Selden, New York 11784
516/233-5174

*G. Ray Tatum
Dean of Students
*Dr. Herb Zagarow, Eastern Campus
Dean of Students
Grace McGorry, Counselor
Verona Oard, Counselor
Western Campus

Sullivan County Community College
Loch Sheldrake, New York 12759
914/434-5750

*Edwin Kurlander
Dean of Students
Richard Sush, Counselor

Tompkins-Cortland Community College
170 North Street
Dryden, New York 13053
607/844-8211

*Walter L. Poland
Dean of Students
Michele Burham, Counselor
Joy Shortell, Counselor

**Ulster County Community College
Stone Ridge, New York 12484
914/687-7621

David Bartlett
Dean of Students

Westchester Community College
75 Grasslands Road
Valhalla, New York 10595
914/347-6800

*Julius Ford
Dean of Students
Sue Shumejda, Counselor
Sigrid Brownwood, Counselor

APPENDIX II

LETTER OF OFFER OF MATERIALS/SERVICES

APPENDIX II

LETTER OF OFFER OF MATERIALS/SERVICES

Letter of Offer: S(1) Mail Materials

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center 33 West 42 Street, New York, N.Y. 10036
212 221-3598

Dear

CASE Institute for Research and Development in Occupational Education (CASE/IRDOE) has been awarded a grant by the New York State Education Department to disseminate materials and services developed from a highly successful pre-admissions counseling program for mature women.

The New Occupational Student: Mature Adult Women (NOSMAW) program, (a.k.a. Women in a Changing World), was implemented at five community colleges servicing a diverse population of women. Seventy-two per cent of the graduates of the program applied to the colleges and generated large numbers of FTE's. They proved to be a highly able and enthusiastic addition to the college campuses.

As a by-product of this highly successful program, we developed a package of materials and support services which comprise a planning and professional training experience for counselors who are interested in implementing the program. As part of our present research in dissemination procedures, we are able to offer these materials and support services free of charge to selected campuses at this time.

The materials we are prepared to provide you with include:

1. The Motivation Advance Process: Leadership Training for Counselors. An auto-tutorial program used to train counselors in leading groups in an affective educational process. Includes videotape and accompanying manuals.

2. Women in a Changing World: A Handbook on a Pre-admission Counseling Program for Mature Women Students. A detailed handbook for initiating the program on campus.

3. Turning Points: A Profile of Three Adult Women in College. A documentary film showing several aspects of each of three women's lives. The women fulfill multiple roles: student/mother/wife/employee.

(a detailed description is enclosed.)

With the use of these free materials, full advantage can be taken of CASE/IRDOE's experience in testing and refining the program (you don't have to invent the wheel!) However, encouragement and suggestions are also included to help each college tailor the program to its unique academic delivery system.

We hope that the description of the program materials excites your professional interest. These materials as a self-contained package are being offered to only four campuses in New York State. We will be in touch with you within two weeks to explore your possible participation in the program. At that time we will be able to answer any questions you may have about obtaining the materials.

Sincerely yours,

Deanna Chitayat, Ph. D.
Project Director

Anita Baskind, M.A., M.S.
Project Associate

DC:md
Enc.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3598

THE NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN (NOSAW)

MATERIALS PACKAGE FOR STAFF TRAINING AND PROGRAM IMPLEMENTATION

VIDEOTAPE/MANUAL: Motivation Advance Process (MAP) - Leadership Training for Counselors
Chitayat, D., & Barens, G., Motivation Advance Process: Leaders Guide

The Motivation Advance Process (MAP) Training Tape and Manual comprise an audio-tutorial program which trains counselors to lead groups through a structured affective educational process.

The program is designed to help people discover capacities, strengths and abilities of which they may not be aware or which they may not be using fully. MAP focuses on the forces within individuals which help them strive for growth and self-actualization. The participant is encouraged by the leader and the group to focus on the satisfying, successful and constructive aspects of self. MAP assumes that personal growth can occur without exploring the negative past.

This leadership training program argues a knowledge of basic counselling skills. With the use of the videotape, and a manual for each counselor, training in MAP can be completed within one full working day including directed participation, practice of skills, and discussion. Counselors completing the training would be able to use the program with other groups such as freshmen, in addition to its use in a pre-admissions program for women.

HANDBOOK: Chitayat, D., and Rael, E., Women in a Changing World: A Handbook on a Pre-admission Counseling Program for Mature Women

The Handbook is a comprehensive guide to developing a pre-admissions counselling program modeled on the New Occupational Student: Mature Adult Women. The Handbook includes a detailed description of the workshop series, a discussion of implementation problems with suggested solutions, lists of supplementary activities, and an extensive bibliography of resource materials on women's career development. The Handbook will help staff members use their experience to share concerns, focus on goals, and create an integrated service for a special population.

DOCUMENTARY FILM: Turning Points: A Profile of Three Adult Women in College

Three mature women students registered at community colleges are shown as they live all their roles: student/mother/wife/employee.

Loretta, a mother of four who works nights as a supervisor in a department store, has entered a pre-nursing program in spite of her husband's initial objections. Jovie, a single parent who is on welfare, is studying secretarial science to develop employable skills after a difficult period of adjustment when her husband left her. Earline, a middle class black woman active in PTA, NAACP, and church groups, is completing a program in business management; she and her husband live on his disability pension and her part-time employment.

This film will be useful to show to community groups to publicize the program or as an integral part of the workshop series in providing role models for participants.

These materials were prepared under Vocational Education Act grants from the New York State Education Department: VEA #73-78-C-857; #77-2-379.

Project Director: Deanna Chitayat, Ph.D.

Letter of Offer: Variation for

3(2) Program Planning (On Site)

In addition to the materials described, we are offering a support service to help you establish the program on your campus.

A CASE/IRDOE staff member will come to your campus to discuss the entire NOSHAW program with administrative/counseling staff. This planning session will help you to consider the pre-admission counseling program as it relates to the needs of your college. We will include a full discussion of materials, research findings and implementation strategies within a problem-solving context.

Letter of Offer: Variation for

3(3) Program Planning (On Site)
Follow-up Planning

In addition to the materials described, we are offering support services to help you establish the program on your campus.

A CASE/IRDOE staff member will come to your campus to discuss the entire NOSHAW program with administrative/counseling staff. This planning session will help you to consider the pre-admission counseling program as it relates to the needs of your college. We will include a full discussion of materials, research findings and implementation strategies within a problem-solving context.

We will also schedule a follow-up, trouble-shooting meeting within one month after the initial planning session. At this meeting we will be available to consult with you concerning the many real and concrete problems that one faces in starting up any new program. The focus of the meeting will be on tackling any roadblocks that you see in your implementation plans.

In general, our goal is to provide as much service in addition to the materials as is necessary to get the program under way.

Letter of Offer: Variation for

3(4) MAP Staff Training (On Site)

In addition to the materials described, we are offering a support service to help you establish the program on your campus.

A CASE/IRDOE staff member will come to your campus as a facilitator for one full day of leadership training in the Motivation Advance Process using the videotape and manuals. We will supply all materials for as many of your counseling staff as you wish to have trained. We will be available to answer questions pertaining to the professional use of the affective education component of the NOSHAW program. Counselors completing training will be able to use the process with other groups in addition to the pre-admissions program for women.

Letter of Offer: Variation for

S(5) MAP Staff Training (On Site)
Program Planning

In addition to the materials described, we are offering support services to help you establish the program on your campus. A CASE/IRDOE staff member will come to your campus for a two-day training and planning session.

Training: CASE/IRDOE will act as facilitator for leadership training in the Motivation Advance Process using the videotape and manuals. We will supply all materials for as many of your counseling staff as you wish to have trained. We will be available to answer questions pertaining to the professional use of this affective education component of the NOSMAW program. Counselors completing training will be able to use the process with other groups in addition to the pre-admissions program for women.

Planning: CASE/IRDOE will discuss the entire NOSMAW program with administrative/counseling staff. This planning session will help you to consider this pre-admission counseling program as it relates to the needs of your college. We will include a full discussion of materials, research findings and implementation strategies within a problem-solving context.

Letter of Offer: Variation for

S(6) MAP Staff Training (On Site)
Program Planning
Follow-up Planning

In addition to the materials described, we are offering support services to help you establish the program on your campus. A CASE/IRDOE staff member will come to your campus for a two-day training and planning session:

Training: CASE/IRDOE will act as facilitator for leadership training in the Motivation Advance Process using the videotape and manuals. We will supply all materials for as many of your counseling staff as you wish to have trained. We will be available to answer questions pertaining to the professional use of this affective education component of the NOSMAW program. Counselors completing training will be able to use the process with other groups in addition to the pre-admissions program for women.

Planning: CASE/IRDOE will discuss the entire NOSMAW program with administrative/counseling staff. This planning session will help you to consider this pre-admission counseling program as it relates to the needs of your college. We will include a full discussion of materials, research findings and implementation strategies within a problem-solving context.

We will also schedule a follow-up, trouble-shooting meeting within one month after the initial planning session. At this meeting we will be available to consult with you concerning the many real and concrete problems that one faces in starting up any new program. The focus of the meeting will be on tackling any roadblocks that you see in your implementation plans.

In general, our goal is to provide as much service in addition to the materials as is necessary to get the program under way.

Letter of Offer: Variation for

S(7) MAP Staff Training (Central Site)

In addition to the materials described, we are offering support services to help you establish the program on your campus.

CASE/IRDOE staff will arrange a one-day training session in the Motivation Advance Process for two members of your counseling staff at a centralized location to be decided. (Necessary per diem and travel expenses will be provided.)

A facilitator will conduct the leadership training in the Motivation Advance Process using the videotape and manuals. We will supply all materials. We will be available to answer questions pertaining to the professional use of this affective education component of the NOSMAW program.

Participants will be able to return to their campus with materials and skills necessary to train additional staff members in preparation for initiating the program. All counselors completing training will be able to use the process with other groups in addition to the pre-admissions program for women.

Letter of Offer: Variation for

S(8) MAP Staff Training (Central Site)
Program Planning

In addition to the materials described, we are offering support services to help you establish the program on your campus.

A CASE/IRDOE staff member will arrange a centralized two-day training and planning session for two members of your counseling/administrative staff. (The session will take place at a location to be decided. Necessary per diem and travel expenses will be provided.)

Training: A facilitator will conduct leadership training in the Motivation Advance Process using the videotape and manuals. We will supply all materials. We will be available to answer questions pertaining to the professional use of this affective education component of the NOSMAW program.

Planning: The second day will be used to discuss the entire NOSMAW program with counseling/administrative staff. This planning session will help you to consider this pre-admission counseling program as it relates to the needs of your college. We will include a full discussion of materials, research findings and implementation strategies within a problem-solving context.

Participants will be able to return to their campus with materials and skills necessary for training additional staff members and for initiating the entire program. All counselors completing training will be able to use the process with other groups in addition to the pre-admissions program for women.

Letter of Offer: Variation for

S(9) MAP Staff Training (Central Site)
Program Planning
Follow-up Planning

In addition to the materials described, we are offering support services to help you establish the program on your campus.

A CASE/IRDOE staff member will arrange a centralized two-day training and planning session for two members of your counseling/administrative staff. (The session will take place at a location to be decided. Necessary per diem and travel expenses will be provided.)

Training: A facilitator will conduct leadership training in the Motivation Advance Process using the videotape and manuals. We will supply all materials. We will be available to answer questions pertaining to the professional use of this affective education component of the NOSMAW program.

Planning: The second day will be used to discuss the entire NOSMAW program with counseling/administrative staff. This planning session will help you to consider this pre-admission counseling program as it relates to the needs of your college. We will include a full discussion of materials, research findings and implementation strategies within a problem-solving context.

Participants will be able to return to their campus with materials and skills necessary for training additional staff members and for initiating the entire program. All counselors completing training will be able to use the process with other groups in addition to the pre-admissions program for women.

We will also schedule a centralized follow-up, trouble-shooting meeting within one month after the initial planning session. At this meeting we will be available to consult with you concerning the many real and concrete problems that one faces in starting up any new program. The focus of the meeting will be on tackling any roadblocks that you see in your implementation plans.

In general, our goal is to provide as much service in addition to the materials as is necessary to get the program under way.

Letter Sent to Additional Faculty

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

January 25, 1978

Dear Professor

We are enclosing a description of materials which we feel will be of professional interest to you.

We urge you to contact your Dean of Students, or your Vice-President for Student Affairs, who has received additional information from us concerning how these materials can be made available to you and your staff.

Sincerely yours,

Deanna Chitayat, Ph.D.
Project Director

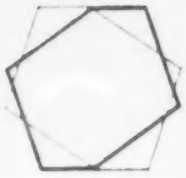
Anita Baskind, M.A., M.S.
Project Associate

AB:mb
enc.

APPENDIX III

EVALUATION INSTRUMENTS

PRE-TREATMENT QUESTIONNAIRE



The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center 33 West 42 Street, New York, N.Y. 10036
(212) 221-3598

We are enclosing a questionnaire which we are asking you to complete and return in the enclosed envelope before _____. It represents our research mandate to gain information about each college we work with. We know that you will be able to obtain the information from appropriate sources on your campus (e.g., dean, registrar).

Sincerely yours,

AB:rh

Encl.

Deanna Chitayat
Project Director
NOSMAW Program

Anita Baskind
Project Associate
NOSMAW Program

CASE Institute for Research and Development in Occupational Education

City University of New York

NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN PROGRAM

(NOSMAW Program)

1. Institution _____ 2. Date _____

3. Name _____ 4. Job Title _____

5. Major Job Responsibility _____

6. In your institution who made the decision to accept our offer of materials and/or services? Give name(s) and title(s) of the individual(s) _____

_____

7. Student Population Number

Female	____
Male	____
TOTAL	____

8. What is your estimate of the percentage of students over 25 years of age? _____

9. How many students commute?

_____ All _____ Most _____ Some _____ None

10. How would you describe the socio-economic status of residents within commuting distance of your college?

_____ diverse _____ primarily middle class

_____ primarily working class _____ primarily welfare recipients

11. Do you have a continuing education department at the college? _____ Yes _____ No

If yes, how many students are enrolled this semester?

Male	_____
Female	_____
TOTAL	_____

12. Do you have a "Women's Program" on campus? _____ Yes _____ No

If yes, does it have: a pre-admissions component? _____ Yes _____ No

a post-admissions component? _____ Yes _____ No

college credit? _____ Yes _____ No

a fee structure? _____ Yes _____ No

13. Do you have a group on campus whose primary interest is in women's issues? ____Yes ____No

If YES, a) Membership is primarily: _____ Student _____ Faculty

b) What are some of its functions? _____

_____

14. Does your campus have (or applied for) grant monies in the areas of: sex-bias, Title IX, returning adults, single parent, women in technology? _____ Yes _____ No

If YES, describe briefly: _____

_____

15. Is there an administrative interest in providing pre-admission service for mature women?

_____ Yes _____ No _____ Maybe

If YES, what, in your opinion, are the underlying motivating factors (rank in order of importance):

_____ pressure from women's groups on campus

_____ a need to recruit new student groups

_____ a general interest in helping women

_____ implementation of Title IX mandate

_____ utilization of grant monies

_____ a desire to upgrade counseling skills

_____ a desire to keep current of new developments in counseling field

_____ CASE/IRDOE is providing free materials and services

_____ other _____
(please specify)

16. Do you have an active <u>recruitment</u> program that is aimed particulary at mature women?

_____ Yes _____ No

If YES, please indicate your target populations (check off as many as apply) and indicate how recruited:

	How recruited
_____ mature women generally	_____
_____ minority women	_____
_____ other ethnic women	_____
_____ housewives	_____
_____ under- or unemployed women	_____
_____ single parent	_____
_____ second career women	_____
_____ other	_____

17. Do you have an active pre-admissions counseling program for special groups of students that is separate from general admissions information and service that you offer to all students?

_____ Yes _____ No (If NO, skip to Question 18.)

If YES, a) for which groups?

_____ Mature women

_____ Veterans

_____ Handicapped Individuals

_____ Other _____
(please specify)

b) Which of the following counseling services or techniques are utilized with special groups (listed in 17a) as a pre-admissions counseling component?

Pre-Admissions Counseling Service	Yes	No
Career Development	_____	_____
General College Information	_____	_____
Program Planning	_____	_____
Help with Registration	_____	_____
Counseling aimed at raising self-esteem	_____	_____
Utilization of role models	_____	_____
Discussion of role conflict	_____	_____

Other, please specify _____

c) Are there any working relationships between your pre-admissions counseling program and the continuing education office on your campus?

_____ Yes _____ No If YES, please describe briefly:

d) Is the pre-admissions program offered on your campus an inter-disciplinary effort involving faculty and staff from several departments?

_____ Yes _____ No _____ Not applicable

e) Have specific faculty/staff/counselors been assigned the task of working in a pre-admissions program that is directed to the mature woman?

_____ Yes _____ No If YES,

From which office does it emanate? _____

Who is in charge? (titles only) _____

8. If you have a current counseling service directed to raising self-esteem for special groups, please describe its contents. Include numbers of students serviced, number of faculty assigned, whether on an individual or group basis, etc.

9. Do you currently have on campus the kinds of services for enrolled students that would make it easier for or encourage the mature woman to return to the campus, such as:

_____ Baby sitting service
_____ Day Care Center
_____ Nursery school
_____ Courses scheduled only one day a week
_____ Courses scheduled on Saturday
_____ Workshops
_____ Colloquia
_____ Clubs
_____ Lounge facilities
_____ Newsletter
_____ Other _____
(please specify)

We recognize that some of the questions we have asked about programs in operation might more appropriately be answered as being in a planning stage. Questions 20-23 address this aspect.

20. Have you begun to plan for a recruitment program aimed particularly at mature women?

_____ Yes _____ No _____ Not applicable (one is in operation)

If YES, please describe briefly:

21. Have you begun to plan for a pre-admissions counseling program aimed particularly at:

Mature women: _____ Yes _____ No _____ Not applicable

Other special groups: _____ Yes _____ No _____ Not applicable

If YES, please describe briefly and indicate for which groups of students:

22. Are you planning new campus services that would make it easier for or encourage mature women to return to the campus?

_____ Yes _____ No _____ Not applicable (There are enough in operation)

If YES, please describe briefly:

23. Have specific faculty/staff/counselors been assigned the task of planning for a pre-admissions women's program?

_____ Yes _____ No _____ Not applicable

If YES, please describe briefly:

24. What are your current feelings about the possibility of implementing on your campus an extended pre-admissions counseling program for women?

_____ will probably implement a full program

_____ will probably implement some services but not a full program

_____ will probably implement a one-day program

_____ will probably not implement it

_____ don't know enough about it

_____ other _____
(please explain)

25. Based on your current knowledge about campus functioning (e.g., personnel, budget), what kind of reception do you think a suggestion to implement a full pre-admission counseling program for women will have?

_____ careful consideration

_____ brief review

_____ no consideration

_____ other _____
(please specify)

26. What do you consider to be the greatest impediment to implementing such a program?

27. Any additional comments you have to offer would be appreciated.

FORMATIVE EVALUATION QUESTIONNAIRES

1. MAP Staff Training
2. Program Planning
3. Follow-up Planning

CASE Institute for Research and Development in Occupational Education

MAP Training Workshop (Motivation Advance Process)

for NOSMAW Program (New Occupational Student - Mature Adult Woman)

1. Institution _____ 2. Date _____

3. Name _____ 4. Job Title _____

5. Major job responsibility _____

6. Status: _____ Full-time _____ Part-time _____ Other

7. Why were you selected to attend the workshop? _____

_____

8. What expectations did you have for this training workshop? Please describe briefly.

9. Were your expectations met? _____ Completely _____ Partially _____ Not at all
If you answered "partially" or "not at all," please explain:

10. What is your overall rating of MAP as a device for enhancing self-esteem?

_____ Excellent _____ Fair
_____ Very Good _____ Poor
_____ Good

11. How would you characterize your MAP training?

_____ Very well understood _____ Some confusion
_____ Well understood _____ A great deal of confusion
_____ Understood

12. How confident do you feel in your ability to lead a student group in the MAP program?

_____ Very confident _____ Fairly confident
_____ Confident _____ Not confident

13. What other topics or areas should have been included in the training workshop today? Please describe briefly.

14. Do you think that MAP could be an effective technique on your campus?

_____ Yes _____ No _____ Don't know

Why?

15. Do you plan to seek an opportunity to lead a group in MAP in the near future?

_____ Definitely yes _____ Probably no

_____ Maybe yes _____ Definitely no

16. Are there other counselors on your campus who would be interested in being trained in MAP? _____ Yes _____ No _____ Don't know

If yes, what are your plans for helping to get them involved? Please explain in detail.

17. Any additional comments you have about MAP or the training workshop would be greatly appreciated.

CASE Institute for Research and Development in Occupational Education

Program Planning Workshop for the NOSMAW Program

(New Occupational Student - Mature Adult Woman)

1. Institution _____ 2. Date _____

3. Name _____ 4. Job Title _____

5. Major job responsibility _____

6. Why were you selected to attend this workshop? _____

_____

7. What expectations did you have for this planning workshop? Please describe briefly.

8. Were your expectations met? _____ Completely _____ Partially _____ Not at all

If you answered "partially" or "not at all," please explain.

9. Please rate, in terms of "effectiveness," the workshop components that you participated in today:

Workshop Component	Rating: Very Effective	Moderately Effective	Waste of Time	Not Applicabl
a) Film, "Turning Points				
b) Overview of NOSMAW Program				
c) Overview of "Women in a Changing World" Handbook				
d) Open discussion of existing programs for women on campus				
e) Brainstorming:				
recruitment				
introductory conference				
program planning				
administration support				
other _____				
_____				
f) Discussion of roadblocks to implementation				
g) Developing a checklist or calendar of "Next Steps"				
h) Other _____				

11. Do you feel that the film "Turning Points" could be a useful motivational tool on your campus?

_____ Yes _____ No _____ Don't know

If yes, in what way?

12. Do you feel that the "Women in a Changing World Handbook" could be a useful planning tool on your campus?

_____ Yes _____ No _____ Don't know

If yes, in what way?

12. What other topics would you liked to have had included in this planning workshop? Please describe briefly.

13. When do you expect to meet again?

With	Date	Agenda
a) group you worked with today		
b) other participants here today		
c) other campus colleagues (i.e., Admissions, Continuing Ed, etc.)		
d) with administrators not here today		

14. What do you realistically think that the meeting(s) described in question 13 can accomplish within the next four weeks? Why?

15. Which groups or individuals on your campus would need to authorize the implementation of the NOSMAW program? Please give title or function of each and list in order of importance

Function or Title

a. _____ c. _____

b. _____ d. _____

16. Are you one of the people whose authorization is needed? _____ Yes _____ No

17. Any additional comments you have about NOSMAW or the program planning workshop would be greatly appreciated.

CASE Institute for Research and Development in Occupational Education

NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN
(NOSMAW Program)

Program Planning Workshop - Follow-up

1. Institution _____ 2. Date _____

3. Name _____ 4. Job Title _____

5. What did you find most helpful in today's meeting?

6. What else would you have wanted included on the agenda?

7. What are you going to do next concerning a pre-admissions counseling program for mature women? (Be as specific as possible)

What?

When?

With whom?

Objective?

8. In your opinion, how effective was today's meeting in assisting your campus to implement an extended pre-admissions counseling program for mature women?

___ Very Effective ___ Effective ___ Moderately Effective ___ Not Effective

9. You may use the back of this sheet for any additional comments that you care to make.

POST-TREATMENT I QUESTIONNAIRE

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 221-3598

We enjoyed working with you and sharing our materials for a pre-admissions counseling program for mature women on your campus. We would like to know how successful you have been in moving ahead since our meeting and if we can be of any further assistance.

We are enclosing a questionnaire which we are asking you to complete and return in the enclosed envelope before_____.

Thank you very much for your cooperation.

Sincerely yours,

Deanna Chitayat

Deanna Chitayat, Ph.D.
Project Director
NOSMAW Program

Anita Baskind

Anita Baskind
Project Associate
NOSMAW Program

AB:md
Enc.

CASE Institute for Research and Development in Occupational Education

NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN PROGRAM
(NOSMAW Program)

1. Institution_____ 2. Date_____

3. Name_____ 4. Job Title_____

5. Please indicate which of our NOSMAW materials you have used or are anticipating using. Also indicate what context they have been or will be used.

NOSMAW Materials	Yes Give Date	No	If Yes, in what context(s)
Handbook: Women in a Changing World			
Film: Turning Points: A Profile of Three Adult Women in College			
Videotape: Motivation Advance Process			
Manual: Leaders' Guide Motivation Advance Process			

6. Please indicate the nature of any program planning meetings that have been scheduled or held.

Members	Meetings Held or Scheduled Yes Give Date	No	If Yes, How Many Meetings?	If Yes, Agenda of the Meetings(s)
Original participants*				
Other campus colleagues				
Administrative staff				
Other				

* When we visited your campus or visited with you at a central site.

7. Is your campus moving toward the implementation, this coming semester, of an extended (more than 1 day) pre-admissions counseling program for mature women?

_____Yes _____No

If Yes, go to Question 10.
If No, give a brief description of WHY not, and then continue on to Question 8.

8. Are you planning or have you planned for a one-day conference only, the purpose of which is to recruit mature women to the campus?

_____Yes _____No

If Yes, go to Question 9.

If No, Why Not?

Thank you for providing us with this information. This completes your part of the questionnaire.

9. How far has your campus gotten in planning for the one-day conference?

a) Has a decision been made to go ahead? _____Yes _____No

If Yes, by whom?_____
(Title or Function)

b) Has the decision been authorized? _____Yes _____No

If Yes, by whom?_____
(Title or Function)

c) Have funds been allocated for this purpose?_____Yes _____No

d) Has someone been assigned to run it? _____Yes _____No

If Yes, who?_____
(Title or Function)

e) Have you encountered any roadblocks in your planning?_____Yes _____No
If yes, please list and/or describe

Thank you for providing us with this information. This completes your part of the questionnaire.

10. How far has your campus gotten in planning for an extended (more than 1 day) pre-admissions counseling program for mature women?

a) Has a decision been made to go ahead? _____Yes _____No

If Yes, by whom?_____
(Title or Function)

b) Has the decision been authorized? _____Yes _____No

If Yes, by whom?_____
(Title or Function)

c) Have funds been allocated for this purpose? _____Yes _____No

d) Has someone been assigned to run it? _____Yes _____No

If Yes, who?_____
(Title or Function)

e) Have you encountered any roadblocks in your planning? _____Yes _____No

If Yes, please list and/or describe

11. Has a date been set for an introductory conference? _____Yes _____No

If Yes,

a) Has a program been planned? _____Yes _____No

b) Have publicity materials been written? _____Yes _____No

c) Has a room been reserved? _____Yes _____No

d) What is the date?_____

12. In your opinion, what still needs to be done before an extended pre-admissions counseling program for mature women can implemented on your campus? Please be specific.

13. Will you continue to work during the summer towards the implementation of this program?

_____Yes _____No

Please explain your answer.

Additional comments

Please continue with question 14 on the page following.

We are scheduled to visit your campus again on _____
The questions that follow are designed to elicit from you the kinds of concerns you would like us to deal with at that meeting.

14. Have you encountered any difficulties in continuing to plan for an extended pre-admissions counseling program?

_____Yes _____No

If Yes, what are they ?

15. Are there any colleagues or other staff that you have not called on, who might help you assuage the difficulties?

_____Yes _____No

If Yes, who are they? (Name, Title, or Function)

16. What are some of the difficulties that you anticipate might occur as you move toward implementation of the program?

17. What other people will you need to call upon in order to implement the rest of the plans?

18. In what ways can IADOR staff assist you with your plans?

Thank you for providing us with the information.

POST-TREATMENT II QUESTIONNAIRE

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3695, -3696

As the academic year comes to a close, we would like to thank you for the opportunity we have had to disseminate the pre-admissions counseling materials from the WOSMAW Program (New Occupational Student: Mature Adult Woman) to colleagues on your campus.

We need to complete some information for the New York State Education Department. We are enclosing a final questionnaire which we are asking you to complete and return in the enclosed envelope. It represents our research mandate to gain information about each college that accepted an invitation to work with us.

We wish you success in any program you have planned for next year.

Sincerely yours,

Deanna Horst, Ph.D.
Project Director
WOSMAW Program

Anita Basking
Project Associate
WOSMAW Program

CASE Institute for Research and Development in Occupational Education
The City University of New York

NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN PROGRAM
(WISHAW Program)

1. Institution _____ 2. Date _____

3. Name _____ 4. Job Title _____

We assume that in every college the Admissions Office personnel have always counselled mature women, as well as other clients, with sensitivity and attention to unique needs in individual interviews. Please do not include this individualized function in your answers to this questionnaire. We wish to focus on programs, past and planned, that offer a series of pre-admissions counselling sessions dealing with groups of mature women.

5. Will you have a pre-admissions counselling program directed at mature women on your campus at any of the following times?

Summer, 1978:	____ Yes	____ No	____ Maybe
Fall, 1978:	____ Yes	____ No	____ Maybe
Spring, 1979:	____ Yes	____ No	____ Maybe

If you do not contemplate a pre-admissions counselling program directed at mature women at any time next year, please go to question 16; otherwise continue on to question 6.

6. With regard to your pre-admissions counselling program directed at mature women:

a. Who has given the OK to go ahead? (name and title) _____

b. From what office/department will the pre-admissions counselling program emanate?

_____

c. Who will be in charge? (name and title) _____

d. How will the services be delivered? ____ Individual students only

____ Groups of students only

____ Individuals and Groups

____ Other _____

e. What kind of budget will you have? _____

3. In this question, we would like to know the sources of your [illegible] and information concerning programs for mature women students. Please check all relevant areas. For each of the checked areas, would you also indicate the source of the impact that [illegible] has been had on your planning?

Area	Planning Task (A)	To a consequence of [illegible] we are: Contributing Data and Information To Our Decisions	[illegible] Our Current Services	[illegible] Is of Not Influence Our Services
(1)	[illegible]			
(2)	[illegible]			
(3)	[illegible]			
(4)	[illegible]			
(5)	[illegible]			
(6)	[illegible]			
(7)	[illegible]			
(8)	[illegible]			
(9)	[illegible]			
(10)	[illegible]			
(11)	[illegible]			
(12)	[illegible]			
(13)	[illegible]			

8. If your planned pre-admissions counseling program for mature women does not cover all of the content areas (i.e., 1-12) listed in question 7, please indicate which ones you have omitted and why.

9. In your planned pre-admission counseling program for mature women (described in 7),

   a. What is the total number of sessions each group of students will be expected to attend?

      Number of session _____

   b. How many hours will each session be? _____

   c. Over how many weeks will the pre-admissions counseling program run? _____

10. What is the greatest impediment you have encountered in preparing for your pre-admissions counseling program for mature women for the coming year (i.e., Summer, 1978; Fall, 1978; Spring, 1979)?

11. How will your pre-admissions counseling program for mature women for the coming year be different from the one you have had this year prior to the NOSMAW visit? (Check all applicable areas)

_____ There was no program this year.

_____ The program this year was limited in the number of people it serviced.

_____ The program this year was limited in the number of areas it covered.

_____ The program this year is not a coordinated one.

_____ The program this year was directed from a different office.

_____ The staff this year did not have specialized training.

_____ Other _____

12. We would like to know if you plan to use the NOSMAW materials in any differet settings:

a. Do you anticipate using MAP (Motivation Advance Process) with groups other than mature women? _____ Yes _____ No

If yes, with whom?

b. Do you anticipate using the film, "Turning Points: A Profile of Three Adult Women" with groups other than mature women? _____ Yes _____ No

If yes, with whom?

c. Do you anticipate using the Handbook, "Women in A Changing World" as a guide for developing programs for groups other than mature women? _____ Yes _____ No

If yes, with whom?

13. What is your expected enrollment for September 1978?

Male _____

Female _____

Total _____

THANK YOU FOR PROVIDING US WITH THIS INFORMATION.

14. If you have no pre-admissions counseling program for mature women planned for the coming year, we would appreciate knowing why. Be as brief or as lengthy as you choose.

15. What is your expected enrollment for September 1978?

Male _____

Female _____

Total _____

THANK YOU FOR PROVIDING US WITH THIS INFORMATION

APPENDIX IV

SAMPLES OF IMPLEMENTATION PLANS

COURSE DESCRIPTION

COLLEGE: A NEW BEGINNING FOR WOMEN

PURPOSE: To attract mature women to M.V.C.C. as day-time students
To instill confidence and allow women to choose meaningful areas of study
To provide college information

FORMAT: Sessions (10:00 a.m.-2:00 p.m.) will meet weekly for seven weeks. The introductory session is free and open to all.

The remaining six classes will feature morning sessions on "success motivation" - a small group process in which a facilitator works with seven to eight women to identify personal strengths and successes. The afternoons will be devoted to college orientation and career exploration. Women on campus will serve as resource people and speakers.

TUITION: $25.00

CLASS SIZE: Twenty-eight participants are anticipated for the first class; in the future, class size will be limited only by space available. However, the small group "success motivation" sessions are limited to a maximum of eight women.

OUTLINE:

I. Introductory Conference - Wednesday, September 13

Morning Session

Welcoming Comments

Keynote Address: (Woman faculty member)

A Chance to Get Acquainted

Lunch 12 noon - 1 p.m.

Panel Discussion with M.V.C.C. women students

Afternoon Session

Introduction to Workshop Seminars
Annette Shaffer, Coordinator of Program

Workshop Registration

Career Interest Survey

II. Wednesday, September 20

Morning and Afternoon Session

Success Motivators: An Exploration of Personal Strengths
Small groups with Facilitators

III. Wednesday, September 27

Morning Session

Success Motivators: An Exploration of Personal Strengths

Afternoon Session

Traditional and Non-traditional Careers for Women: Panel Discussion

IV. Wednesday, October 4

Morning Session

Success Motivators: An Exploration of Personal Values and Setting Personal goals

Afternoon Session

Introduction to Programs at M.V.C.C. and Career Training Information - Faculty

V. Wednesday, October 11

Morning Session

Deciding on a Career - Facilitators

Afternoon Session

After your A.S. or A.A.S. degree, then what? Women graduates speak

VI. Wednesday, October 18

Morning Session

Group discussion of parents', husbands', and children's attitudes toward women and women's attitudes toward themselves

Afternoon Session

Tour of college

VII. Wednesday, October 25 - Final Session

Morning Session

Evaluation of Workshop

Afternoon Session

College Admission Procedures and Terminology - Staff Counselors

Notes: Individual conferences with school counselors should be arranged before the fourth week. Students can get a clearer idea of what requirements they will need to enter college. This can then be discussed with the group.

Also, follow up meetings with the coordinator will be made available to the women who plan to enroll in the following quarter, and help should be provided at registration. An on-going informal support group will be initiated for students enrolling in Winter Quarter.

PERSONNEL RESPONSIBILITIES AND BUDGET
COLLEGE: A NEW BEGINNING FOR WOMEN

PROGRAM COORDINATOR $ 1000.00

Duties:

Attend all sessions (24 hours)
Contact speakers and facilitators
Train facilitators - Set up training and screening
Facilitate one M.A.P. group

DIRECTOR of WOMEN'S PROGRAMS

Duties:

Publicity
Facilities - room reservations, coffee, etc.
Hiring facilitators (with coordinator)
Working with Coordinator to contact faculty participants

3-4 FACILITATORS

1 facilitator for each group of 7-8 women $ 240.00
8 hours total ($10.00/hr.)

Qualifications-

Group Counseling Skills
Peer support
Participation in Training Sessions
Experience in Group Dynamics

CAMPUS RESOURCE PEOPLE (VOLUNTEERS)

Panelists, Role Models, College Info, Informal Introduction to Depts.

ANTICIPATED REVENUE

$ 25.00 tuition 28 students $ 700.00

Costs	$ 1240.00	staffing
	60.00	coffee
	1300.00	
Income	-700.00	tuition
Total cost	$600.00	

May 10, 1978

TO: Doug Kelly, Paul Doyle, Pat Smith, Bob Abdo, Sandy ~~Work Perrin~~, Bob Brown, JoAnn Branch, Polly Sullivan

FROM: Bill Borzilleri

RE: Recent Meeting-"Women in Changing World" Workshop Concerns

For the record and for information of those who could not make the follow-up meeting, we discussed and decided on the following:

1. The idea of presenting some kind of formal program, directed toward women in the North Country areas, that would be of help to them in exploring opportunities for self awareness, career direction and/or further education was positively endorsed.

2. Target date for the program, that would probably include 4 three hour (plus lunch) sessions, is early November 1978 through first week in December 1978.

3. The program date is designed to "lead into" possible registration for our Winterim and spring sessions of 1979.

4. The program will be offered in both Saranac Lake and Malone locations during the A.M. hours (9-12 or 9:30-12:30) followed by an optional lunch time.

5. The possibilities of using day care centers to accept youngsters of the patticipants will be explored in Malone, by Doug and in Saranac Lake by Joann. A "babysitting" service can also be provided if the day care centers cannot handle the additional youngsters on those mornings of the program.

6. All members of the "ad hoc" committee should be thinking of an appropriate name for the workshop series.

7. We will inform Anita Baskind that 31 May, 1 June or 2 June would be good times to get together with her for discussions of our plans and their implementation. (I will notify you as soon as I know the date and time).

Thanks for being involved in this project and helping plan for the future.

Outreach Counseling - Tentative Plans for Pilot MAP Workshops

I. Schedule:

A. Planning:

1. Anita presents NOSMAW workshop on 5/8/78, intorducing concept.

2. Outreach staff meets same day and indicates interest in pursuing similar projects.

3. SCCC student personnel staff meets on 5/12. Decided to have Outreach take major resposibility for pilot workshop(s) during summer, 1978. To be used as model for SCCC efforts under VEA Grant in fall, 1978.

4. On 5/15 Outreach staff meets to set tentative shcedule and divide responsilities.

5. SCCC student personnel staff meets with Dean Milavec on 5/18 to present tentative plan.

6. Pilot workshop participants meet with Dean Milavec on 6/2 to present final plan.

B. Implementation:

1. Coordinators and workshop leaders complete MAP training by 5/26.

2. Location and workshop schedule set by 6/2.

3. On same day, final plan submitted for Dean's approval.

4. On same day, publicity submitted to Dinie Dorich for President's approval.

5. On 6/9, publicity submitted to media.

6. By 6/16, mailing of publicity completed to agencies and neighborhood groups.

7. By 6/23, peer advisors selected.

8. By 6/30, peer advisors trained.

9. Week of 7/10, first series of workshops begins.

II. Resources:

A. Personnel

1. Co-coordinators: Janet Robbins, Russ Wise.

2. Workshop leaders:

a. Donna Loga..
b. Joy Parker
c. Janet Robbins
d. Diane Yannaco

3. Peer Advisors:

a.
b.
c.
d.

4. Planning and Implementation Committee:

a. MAP training coordinator: Janet Robbins.
b. Location/scheduling: Joy Parker.
c. Publicity: Diane Yannaco.
d. Career counseling training: Donna Logan.
e. Peer advisor: Russ Wise.
f. SCCC liason: Thad Raushi.
g. Publicity: Dinie Dorich.
h. Administrative support: John Milavec.

B. Possible Locations:

1. Carver Community Center.

2. Main branch library.

3. SCCC.

C. Possible Dates:

1. July 10 - July 21, 1978.

2. July 31 - August 11, 1978.

3. August 21 - September 1, 1978.

SUFFOLK COUNTY COMMUNITY COLLEGE
Selden, New York

To: Jean Tiers

From: Committee: Grace McGarry, Chairperson
Chuck Bartolotta
Judy Bressalier
Susan Carney
Judy Coldberg

Proposal: Counseling program for women and non-traditional students for Fall 1978, Selden Campus, Student Personnel Division.

Scope of Program: The program addresses itself to:

Institutional goals:

- increasing student retention
- extending counseling services to special segments of the college community

Student needs:

- the special counseling problems of women and non-traditional students

The focus of the program is the unique needs of women and non-traditional students returning to education. The concerns of this group, that often follow the initial decision to return to education include:

- worries about age
- worries about ability
- worries about conflict of roles

This group, in addition to its unique needs, shares the needs common to college students: career guidance needs, educational enhancement needs, financial aid needs, study-skills needs. Participants will be advised of and referred to existing college services. The proposed program does not include plans to duplicate these services.

Program Components:

The film Turning Points identifies the unique concerns of this group and provides a springboard for group discussion of these predictable problems. The discovery by participants that they are not alone in their problems provides much encouragement. The resulting exchange of ideas about how to deal with time and family pressures, about reordering priorities become mutually helpful to participants in making the adjustments to their new role.

Using group format, The Motivation Advance Process builds a peer support system. The program is designed to systematically develop the self-esteem of the group members. The participants emerge more confident that they can successfully continue in college.

Proposed Program:

Activity I - Special orientation for SCORE students in August, to be lead by counselors and peer student leaders to cover all pertinent orientation information. At this session the film Turning Points will be shown. A discussion of the film, lead by counselors and peer student leaders to follow film. Announcement of the MAP program to be given during the Fall Semester will be made. Those interested will be encouraged to sign-up.

Activity II - Motivation Advance Process. Sections to be lead by counselors, each section to have a group of from 6 to 9 participants. Each section will meet for a two-hour session once a week for four consecutive weeks.

Evaluations should be made at the end of each MAP program for participants reaction and to determine whether we wish to continue or broaden the program.

A study could be made to determine the retention rate of participants as opposed to control group of SCORE students.

PRE-ADMISSION ORIENTATION PROGRAM FOR WOMEN

NORTH CAMPUS

"WHAT WILL YOU DO WITH THE REST OF YOUR LIFE?"

The Counselling Staff proposes to run a series of four five evenings - two to be held on campus and two off campus in a local high school or community agency, such as an YWCA, if a suitable location can be found. Participants would be suggested through handout leaflets distributed locally by selected student aides, as well as through personal contact and mailings to PTA's and community groups. Posters would be effective in key locations in the immediate area.

The first series of workshops would be offered during the day, a time within the 9:30 a.m. - 2:30 p.m. time frame (lunch will not be included). If successful, a second series could be run evenings.

PROPOSED AGENDA OUTLINE:

SESSION I: (On campus)

Welcome to the College and Campus
- Executive Dean

Introduction to Workshops
- Dean of Students

Overview - Counsellor

Showing of WOMEN IN A CHANGING WORLD film.

Introduction to Motivation Absence Process
- Counsellors

SESSION II: Success Motivators: An Exploration of Personal Strengths
- Women Faculty Member
- Counsellors

Introduction to Programs at Suffolk County Community College
- Dean of Instruction

SESSION III: Success Motivators: An Exploration of Personal Values and Setting Personal Goals
- Counsellors

Group Discussion of parents', husbands' and children's attitudes toward women.
- Women Suffolk student role models

Description of Mid-Life Career Counselling Center
- Director

[illegible]

[illegible]

[illegible]